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WOMEN ADMINISTRATORS AND WOMEN TEACHERS: A COMPARATIVE STUDY

by

© MARY THERESA NIXON

A THESIS
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ABSTRACT

This exploratory study was designed to compare three groups within the teaching profession -- women school administrators, women teachers matched with administrators on years of teaching experience and teacher education, and women teachers randomly selected -- on variables which may be relevant to career decisions.

Literature on professionalism and professional role orientation, on socialization and sex role orientation, provided the conceptual framework for the study.

The sample consisted of 133 female teachers employed in the Edmonton Public School District No.7. Of these participants, 47 were school administrators, 44 were in the group matched with administrators on years of teacher education and teaching experience, and 42 were in a group of teachers who were randomly selected.

All participants filled out a questionnaire in April, 1974, which consisted of background questions, beliefs concerning administration, a Professional Role Orientation Scale (Hrynyk, 1966) and a Sex Role Orientation Scale (Schmidt, 1973). Ten participants from each group (five with traditionalist Sex Role Orientation scores and five with liberationist Sex Role Orientation scores) agreed to be interviewed in April/May, 1974. Responses were taped, transcribed and later, categorized.

The findings of the study included: (1) Administrators scored significantly higher on the Professional Role Orientation scale than teachers randomly selected, (2) Administrators appeared to obtain more satisfaction from their professional role than participants in the teacher groups, (3) administrators differed from teachers in the matched and random groups in their perception of the administrative task as an interesting, professional challenge and (4) the majority of participants in all groups believed opportunities for advancement for women teachers to be restricted.

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CHAPTER I

I. BACKGROUND TO THE PROBLEM

In the last decade the dissatisfaction of many women with both their role in the labour force and their status in society has become more verbal. (Friedan, 1963; Morgan, 1970; Millet, 1970; Epstein, 1970; Huber, 1973; Stephenson, 1973). The concern of government both in the United States (Mead, 1965) and Canada (Royal Commission on the Status of Women in Canada, 1970) and the current feminist literature are all playing their part in creating in women a new consciousness of their "second class citizenship."

The Report of the Royal Commission on the Status of Women in Canada expressed concern that "women in paid work were handicapped by discrimination in policy and practice." (1970:154) Proposed federal funding for a program that will "promote a greater understanding of women's issues" (Secretary of State, 1974) is further evidence of government involvement in the problem.

The potential labour force of any nation consists of all its workers, male and female, but cultural definitions carve out of this potential the actual labour force. The percentage of women who are in paid employment is much lower than the percentage of men. There are many reasons for this but "among the main demographic factors that influence the working life of women are age, marriage and presence of children, particularly the latter two." (Department of Labour, 1964:10) However, the female participation rate has increased over the last four decades. In 1931, 23.4 percent of all women aged 14 years or over were in the labour force and accounted for 19.1 percent of the total labour force. (Women's Bureau, Department of Labour, 1974:226-227). Participation of women in the labour force increased during the second world war when women made progress in proving their value as workers. Acute manpower shortages in wartime encouraged the hiring of women.

> A turning point for working women, married and single, World War II gave them a chance to show more than ever before that they could perform a wide variety of tasks and carry much more responsibility. Married women also found that it was possible to work and, at the same time, manage a home and family, often without a husband's help. (Report of the Royal Commission on the Status of Women, 1970:54).

Following World War II the female participation rate dropped considerably and did not begin to rise again until the mid-fifties. (Women's Bureau, Department of Labour, 1974:226-227) Since that time it has risen steadily. Presented in Table I are the participation rates in the labour force shown by sex for 1962, 1967, 1972. Between 1962 and 1972 the participation rate of women in the labour force rose from 29.0 percent to 37.1 percent. The total number of working women was 1,797,000 or 27.2 percent of the labour force in 1962. A decade later this number had risen to 2,953,000 or 33.2 percent of the labour force. The numerical and percentage increase in the population and labour force is shown in Table II. In the ten years from 1962 to 1972 the male labour force increased by 23.2 percent, representing an addition of 1,119,000 men; the female labour force increased by 64.3 percent, representing an addition of 1,156,000 women.

Table III depicts the change in composition in the labour

TABLE I

Population[1] and labour force,[2] showing number and percentage distribution by sex and participation rates[3] by sex, Canada, 1962, 1967 and 1972

Sex	Population		Labour force		Participation rate
	Number	Percentage distribution	Number	Percentage distribution	
	'000	%	'000	%	%
			1962		
Women	6,186	50.4	1,797	27.2	29.0
Men	6,094	49.6	4,819	72.8	79.1
Total	12,280	100.0	6,615	100.0	53.9
			1967		
Women	6,997	50.4	2,365	30.7	33.8
Men	6,876	49.6	5,329	69.3	77.5
Total	13,874	100.0	7,694	100.0	55.5
			1972		
Women	7,952	50.5	2,953	33.2	37.1
Men	7,795	49.5	5,938	66.8	76.2
Total	15,747	100.0	8,891	100.0	56.5

[1] The concept "population" refers to persons over 14, exclusive of inmates in persons, members of the armed forces, Indians living on reserves and residents of the Yukon and N.W. Territories.

[2] The labour force is that portion of the (civilian non-institutional) population 14 years of age and over who, at the time of the survey, were employed or unemployed. Persons not counted as in the labour force include those in the (civilian-non-institutional) population 14 years of age and over who were going to school, keeping house, too old or otherwise unable to work, and voluntarily idle or retired. Housewives, students and others who worked part-time are classified as employed. If they looked for work they are classified as unemployed.

[3] The participation rate is that percentage of the population aged 14 and over who are in the labour force.

Source: Statistics Canada, Labour Division, Labour Force Survey Section, Special Tables - 12 Month Averages (Mimeographed), Table 1 in the Special Tables for 1962, 1967 and 1972. Cited in Women 'n the Labour Force: Facts and Figures, 1973, p. 3.

TABLE II

Population and labour force, by sex, 1962 and 1972, showing numerical and percentage increase, 1962 to 1972, Canada

Population and labour force	1962	1972	Increase 1962 to 1972	
			Number	Percentage
	'000	'000	'000	%
Women:				
Population	6,186	7,952	1,766	28.5
Labour force	1,797	2,953	1,156	64.3
Men:				
Population	6,094	7,795	1,701	27.9
Labour force	4,819	5,938	1,119	23.2
Total:				
Population	12,280	15,747	3,467	28.2
Labour force	6,615	8,891	2,276	34.4

Source: Table I.

TABLE III

Female population and female labour force, by marital status, showing women as percentage of the total population and as percentage of the total labour force, and participation rates of women in the labour force, Canada, 1962, 1967 and 1972.

Marital Status	Female population		Female labour force		Participation rate of women in the labour force
	Number	Percentage of the total population[1]	Number	Percentage of the total labour force[2]	
	'000	%	'000	%	%
			1962		
Single	1,488	12.1	749	11.3	50.3
Married	4,035	32.9	870	13.2	21.6
Others	663	5.4	178	2.7	26.8
Total	6,186	50.4	1,797	27.2	29.0
			1967		
Single	1,788	12.9	886	11.5	49.6
Married	4,449	32.1	1,260	16.4	28.3
Other	761	5.5	220	2.9	28.9
Total	6,997	50.4	2,365	30.7	33.8
			1972		
Single	2,057	13.1	1,006	11.3	48.9
Married	4,955	31.5	1,681	18.9	33.9
Other	940	6.0	266	3.0	28.3
Total	7,952	50.5	2,953	33.2	37.1

[1] The total population figures used here were (in thousands): 1962: 12,280; 1967: 13,874;;1972: 15,747. These figures are given in Table 1.

[2] The total labour force figures used here were (in thousands). These figures are given in Table 1.

[3] Widowed, divorced or separated.

Source: Cited in Women in the Labour Force - Table 14, p. 29.

force as between married women and others for the years 1962, 1967 and 1972. The table shows that the ratio of women in the total population remained fairly constant but the percentage of women in the total labour force increased. This rise was accompanied by an increase in the number of married women. In 1962 married women accounted for 13.2 percent of the total labour force but this percentage figure had risen to 18.9 percent by 1972.

Demographic factors influence the working life pattern of married women and it is usual for married women to move in and out of the labour force. However, the number of married women who leave the labour force permanently in order to raise families is decreasing.

> More and more married women enter the labour force either intermittently between the births of their children, or permanently when their youngest child has entered school. (Report of the Royal Commission on the Status of Women, 1970:56).

Participation in the labour force by married women is dependent on job opportunities. It is not surprising, therefore, to find that "high female participation rates and the re-entry process [of married women into the labour force] starting approximately in the mid-thirties are primarily urban phenomena." (Royal Commission on the Status of Women, 1970:57) The participation rate for married women in the labour force depends not only on these factors of residence and job opportunities but also on: (1) education level, (2) the number of ages of their children and (3) the income of their husbands. In summarizing these trends the Royal Commission on the Status of Women states:

> Women with very young children are less likely to join the labour force. The lower the income of the husband, the more likely it is that the wife will work, whatever the ages of the children, to help provide necessities. The more education a wife has, the more likely she is to stay in the labour force or return to it early. This tendency lessens as the income of the husband increases. (1970:57)

Although the number of women employed in the labour force is increasing and the number of married women is increasing rapidly, this has not resulted in an ideological acceptance of their role in the world of work. Struggling between traditional stereotypes and uncertain new choices, modern woman is facing an identity crisis. In a pre-industrial society the role of woman was clearly defined as that of wife and mother. Lewis (1968:6) suggests that the major dilemma of modern woman is that she is striving to become a person without knowing what kind to be. He claims:

> As long as her role was limited to that of wife and mother she had few problems, this was the source of her identity and, like it or not, she knew where she stood. Now she may sense that being a wife and mother are not enough, but she is thwarted from becoming something more. Society seldom gives up its traditions without a struggle and modern woman is finding the struggle a difficult one.

The Royal Commission on the Status of Women directed attention to the restriction of occupational opportunity for women in the Canadian labour force. In 1961 ten occupations accounted for almost two thirds of all women workers. This long-standing segregation by sex had led to a number of occupations and professions being referred to as "traditionally female":

> In Canada, traditionally female occupations include: secretary, stenographer, typist, telephone operator, housekeeper, domestic,waitress and hairdresser. Traditionally female professions include elementary school teacher, nurse, dietician and home economist...

> Traditionally male occupations, on the other hand, are legion.... Professions such as physician, dentist, lawyer, engineer and architect are generally considered male. (Royal Commission on the Status of Women, 1970:59-60)

More than formal regulations, of which there are relatively few instances, it is traditional attitudes about the kinds of work that women can or should do that restrict the occupational alternatives open to women.

> These attitudes affect not only girls' expectations and hence their training, but also the kind of employment open to women. If employers think of engineers as men, for example, a woman engineer will have less opportunity than a man in the profession. (Royal Commission on the Status of Women, 1970:29)

The wider concern of women in the labour force has been given as illustrative background material. However, it is that "traditionally female" occupation of teaching that is the focus of this study.

Entering a traditionally female occupation such as teaching may guarantee equality with men in salary, pension benefits and conditions of employment but it does not offer any promise that women's opportunities for advancement will be equal to those of men.

> In Alberta in 1966, a man was 7.5 times more likely to become a principal than a woman, although he was only 2.5 times as likely to have higher qualifications than a woman. (Royal Commission on the Status of Women, 1970:92)

The under-representation of women in proportion to their numbers in the teaching force is true of other provinces besides Alberta. (Asper, 1974:5; McIntosh, 1973:1) Certainly, in Alberta, the situation appears to be getting worse rather than better. The percentage of women teachers who are principals is declining while the percentage of men in administrative and supervisory positions is increasing. (Alberta Teachers' Association, 1973:2) In Alberta, in general, the more administrative responsibility attached to a position the less the probability that the position will be held by a woman. (Nixon and Hrynyk, 1973:1)

If the underlying reason for this relationship is discriminatory practice on the part of school boards, there are few overt signs of it in Alberta. A study by Nixon and Hrynyk (1973) showed that in the Province of Alberta women held administrative appointments with an average of fewer years of teacher education than men holding comparable appointments. In January, 1973, in urban public schools, all male administrators had four or more years of teacher education and 76 percent of female school administrators met this criterion; in urban separate schools the figure for male administrators was 94 percent and 60 percent for the women administrators. Over 88 percent of the male administrators in public rural schools had four years or more of teacher education whereas the percentage of women administrators with this amount of teacher education was 55 percent. In separate rural schools 71 percent of male administrators and 33 percent of the women who held administrative appointments had four or more years of teacher education. The same study also showed that the number of women who applied for administrative appointments was very small both as an actual number (129) or as a percentage of all applicants. (9 percent)

Despite the "consciousness raising" ideology of the Women's Liberation Movement and the concern of government that women be given equal opportunities with men, women teachers in the Province of Alberta appear reluctant to apply for administrative positions. For example, in October, 1973, the Edmonton Public School Board advertised for a Director of Personnel Staffing. Of the twenty-seven applications received, none were from women. (Nicholson, 1973) This type of phenomenon is not confined to Alberta's women teachers. A study in Manitoba (Asper, 1974:3) showed that only 7.3 percent of the female teacher sample had ever applied for administrative positions.

The available evidence would appear to confirm the view of Alberta school superintendents that few women are in school administrative positions because few women desire such positions (Nixon and Hrynyk, 1973:25) This study has attempted to discover some of the important characteristics on which women who are administrators or who would be willing to apply for such positions differ from those women teachers who are neither in positions of administrative responsibility nor wish to be.

II. STATEMENT OF THE PROBLEM

No formal barriers exist within the teaching profession to prevent women teachers from assuming positions of administrative responsibility. Nevertheless women teachers are not represented in school administration in proportion to their numbers in the teaching force.

An exploration of some of the factors which may influence women teachers in making their career decisions was the central focus of the study. The specific research problem was to compare three groups within the teaching personnel employed by the Edmonton Public School Board -- women administrators, women teachers matched with the administrators with respect to teacher education and teaching experience, and a third group of women teachers randomly selected -- in order to ascertain whether any of the following factors significantly affected their careers: marital status, number of dependents, socio-economic status, Professional Role Orientation, Sex Role Orientation and beliefs with respect to administration. In addition, perceptions as to the most important factor which influenced their decision to apply or not to apply for administrative appointments were requested. Additional information emerging from the research study which might account for the number of women in school administrative positions was also sought.

The Sub-problems

From the basic problem arose several researchable sub-problems. Answers to the following questions were sought:

1. What are the differences in marital status among administrators, matched and random teacher groups?
2. What are the differences in marital status between those teachers who have applied or intend to apply and those who have not applied and do not intend to apply for administrative positions within the matched and random teacher groups?
3. What are the differences in the total number with dependents, dependents under 18 and dependents under 10 among administrators, matched and random teacher groups?
4. What are the differences in the total number with dependents, dependents under 18 and dependents under 10 between those teachers who have applied or intend to apply and those who have not applied for administrative positions within the matched and random groups?

5. What are the differences in the socio-economic status of the husband's occupation among administrative, matched and random teacher groups?
6. What are the differences in the socio-economic status of the husband's occupation among those who have applied or intend to apply for administrative positions within the matched and random teacher groups?
7. What are the differences among administrators, matched and random groups on the Professional Role Orientation scale?
8. Within the administrative, matched and random teacher groups, what are the differences on the Professional Role scale between those who are married and those who are not married, between those who have dependents and those who have no dependents, between married respondents whose husbands' occupations are of high socio-economic status and those whose husbands' occupations are of medium-low socio-economic status?
9. Within the matched and random teacher groups, what are the differences on the Professional Role Orientation scale between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments?
10. What are the differences among administrators, matched and random teacher groups on the Sex Role Orientation Scale?

11. Within the administrator, matched and random groups, what are the differences on the Sex Role Orientation scale between those who are married and those who are not married, between those who have dependents and those who have no dependents, between married respondents whose husbands' occupations are of high socio-economic status and those whose husband occupations are of medium-low socio-economic status, between those who obtain a high score on the Professional Role Orientation scale and those who obtain a low score on the Professional Role Orientation scale?

12. Within the matched and random teacher groups, what are the differences on the Sex Role Orientation scale between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments?

13. What are the differences in the held beliefs regarding school boards' preferences for male administrators among administrators, matched and random teacher groups?

14. Within administrators, matched and random teacher groups, what are the differences in the held beliefs regarding school boards' preferences for male administrators between those who are married and those who are not married, between those who have dependents and those who have no dependents, between married respondents whose husbands' occupations are of high socio-economic status and those whose husbands' occupations are of medium-low socio-economic

status ,between those who obtain a high score on the Professional Role Orientation scale and those who obtain a low score on the Professional Role Orientation scale, between those who obtain a high score on the Sex Role Orientation scale and those who obtain a low score on the Sex Role Orientation scale?

15. Within the matched and random teacher groups, what are the differences in the held beliefs regarding school boards' preferences for male administrators between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments?

16. What factor was most influential in making the decision to apply or not to apply for an administrative appointment within administratrative, matched and random teacher groups?

17. What other variables can be identified on which administrators differ from matched and random teacher groups?

III. SIGNIFICANCE OF THE PROBLEM

The decrease in the number of women in school administrative positions is taking place at a time when there is a concern that the 167 recommendations of the Royal Commission on the Status of Women (1970) intended to eliminate discriminiation against women in all areas of Canadian life are being somewhat slowly implemented

The executive secretary of the Alberta Teachers' Association, B.T. Keeler, (1973) has stated that "the Alberta Teachers' Association has been vitally interested in occupational equality between the sexes for a number of years." Protest is beginning to be heard from women teachers themselves. In a brief to the Calgary Public School Board (May, 1973) the small number of women teachers in positions of administrative responsibility was brought to the board's attention by ten women teachers. Neither has the Edmonton Public School Board escaped criticism. In July, 1974, an Edmonton weekly news magazine carried a report that Mrs. Betty Seymour, past president of the Alberta Teachers' Association, and Mrs. Lila Fahlman, founder of the Association of Classroom Teachers, had accused the central office administration and the school board of discrimination against women. Mrs. Fahlman was quoted as having said:

> The women downtown [in central administration] are in the servant class. They are there to do the bidding of men, and that's the way the men want it. It's a male-dominated clique, and it is perpetuated because top administrators choose the people they want at the top. (Edmonton Report, July 22, 1974:9)

Janet McIntosh (1973:2), in reviewing studies on discrimination against women as administrators, cited a study done in 1963 in which superintendents in Ontario, Quebec and Nova Scotia stated their preference for male principals. Legislation which prohibits discrimination on the basis of sex has no doubt made the superintendents of the seventies more wary of making public such opinions. However, as McIntosh points out:

> It is unlikely that attitudes in Canada towards women as administrators could have completely reversed themselves in the space of ten years particularly in view of the decreasing percentage of administrative positions being filled by women. Probably, discrimination still exists to some extent, although necessarily in a more subtle form. (1973:2)

It is of some importance to know whether women teachers perceive attitudinal barriers which deter them from applying for school administrative positions or whether, as Alberta school superintendents believe, lack of applications from women teachers is the result of "lack of interest" in the administrative task. (Nixon and Hrynyk, 1973:25)

Ensuing from present practice is a waste of potential leadership talent. At present educational leadership is drawn from approximately fifty percent of the teaching force. As Dale (1973:125) points out:

> At a time when good and perhaps great leadership is needed in education, the pool of leadership development must be expanded to include women or we must all learn to live with the mediocrity which is certain to result from a restricted source of leadership talent.

IV. ASSUMPTIONS, LIMITATIONS AND DELIMINTATIONS

Assumptions

The major assumptions were:

1. The instruments used to measure professional role orientation and sex-role orientation provided meaningful measures of these variables.
2. The replies to the questionnaire and the responses given at the interview provided valid indicators of participants' attitudes and beliefs.

Limitations

The limitations of the study were inherent in the methods employed in gathering and analyzing the data. The sample included only those who expressed a willingness to participate in the study.

Deliminations

The study was delimited to women administrators and teachers in the Edmonton Public School District #7. The information was sought on in-school personnel only. Women who were employed in supervisory positions other than those of principal or vice-principal were not included in the study.

V. DEFINITIONS OF TERMS USED

Administrator: In this study an "administrator" is considered to be anyone who has been designated as principal or assistant-principal in a school regardless of how few hours she might be employed in administrative as opposed to regular teaching duties.

Years of teacher education as used in this study is defined as the number of years of teacher education for which the teacher/administrator is paid.

Years of teaching experience. This is defined in this study as the number of years which a teacher/administrator has taught full-time and includes experience outside of the Edmonton Public Schools.

Socio-economic status. (SES) is defined for the purpose of this study as a person's position on the revised Socio-Economic Index for Occupations in Canada. Those occupations which are in Classes I and II on the scale were designated high SES and those occupations which were in Classes III, IV, V, VI were designated medium-low SES. In the revised scale Blishen (1967:41-53) does take into account the prestige dimension of SES.

Professional Role Orientation (PRO) is defined in this study as the total score on the PRO scale.

High-professionally oriented teachers/administrators are those who have a score which falls in the upper third of all PROS scores.

Low-professionally oriented teachers/administrators are those who have a score which falls in the bottom third of all PROS scores.

Sex Role Orientation (SRO) is defined in this study as the total score on the SRO scale. A high score denotes a traditionalist orientation whereas a low score denotes a liberationist orientation.

Traditionalist-oriented teachers/administrators are those whose SRO scores fall in the top third of all SRO scores.

Liberationist-oriented teachers/administrators are those whose SRO scores fall in the bottom third of all SRO scores.

VI. ORGANIZATION OF THE THESIS

Chapter I has discussed the background to the study and provided a statement of the problem. In the next chapter there is an overview of the literature on professionalism, sex roles and career commitment from which the conceptual framework for the study was drawn.

Chapter III is concerned with the research design of the study. The findings related to the testing of the research hypotheses are reported in Chapter IV. A discussion of the data gathered at the interviews is presented in Chapter V. The concluding chapter of the report provides a summary of the major findings of the study, general conclusions, implications of the findings for school administration, together with suggestions for further research.

CHAPTER II

REVIEW OF THE LITERATURE AND CONCEPTUAL FRAMEWORK

In this chapter the literature on professionalism as it relates to teaching, sex role orientation, and beliefs is reviewed. The conceptual framework derived from the literature is presented; the chapter concludes with a statement of the hypotheses of the study.

I. TEACHING AS A PROFESSION

Teachers are a diverse group, differing in expertise and formal qualifications, and having varying claims to professional status. It is not being suggested that individual members of other professional groups are "equal" to each other in expertise and professional qualifications but in professions where there is control over entry and certification, where a more ready consensus defines the "good" and the "skilful" practitioner, the problems are not as acute.

The established professions which demand a lengthier period of preparation in formal institutions have the advantage of a longer socialization period in which not only to instil a technical competence but also to establish "a firm commitment to the values and norms central to the task of the professional." (Reuschemeyer, 1972:27).

Attributes of a Profession

There is in the literature a lack of consensus as to what distinguishes those occupations that can be designated as "professional" from those that are "non-professional".

Corwin (1965:222) in his definition of professionalism has emphasized the legal monopoly of professionals both in the application of theoretical knowledge and in control over membership. He contends that progress toward professionalism is closely associated with educational standards of admission to the occupation, advances made by the occupation in prestige and economic standing, and the degree to which the members of the occupation -- or profession -- can be said to exercise autonomy over their own work. Another common emphasis in attempted conceptualization of professionalism is the service orientation of the professional. Goode (1969:227) believes that there are two basic criteria which distinguish professions from other occupations:

> It would be generally agreed, I think, that the two central generating qualities are: (1) a basic body of abstract knowledge and (2) the ideal of service.

It has been suggested by Hall (1972:144) that the attributes of the professional model are of two types -- structural and attitudinal. The structural characteristics would include formal education, existence of professional associations and a code of ethics while the attitudinal attributes would include the professional's sense of vocation and use of the colleague reference group. Professional autonomy is considered by Hall to be both attitudinal and structural.

Despite wide acceptance of definitions of professionalism which rely heavily on the attitudinal attribute of service, such definitions present some difficulties. Cheek (1967:11), although he finds a service orientation to have some utility, is not uncritical of it:

> By a strong service orientation, sociologists mean that members of an occupational group utilize their skills on behalf of other members of the society. It is essentially a question of motivation on the part of practitioners which is implied by this criterion. That is, the professional is one who helps other members of the society by employing his skills on their behalf, irrespective of his own particular interests. In short the professional is presumed to be altruistic .... Yet we must recognize that this is an instance of the imputation of motives to a sociological category. As a result it remains 'risky' without empirical verification.
>
> Aside from the precariousness of imputing motives is the question of the criterion's empirical utility. There are a number of occupations, not generally considered professional, which provide a definite service orientation to their work. Consider the governess. At times she may face physical danger in protecting her charges. While nursing sick children, she may expose herself to disease. Are we prepared to impute altruism to the governess? Or do we call it self-interest? ... It appears clear that the imputation of altruistic goals rests on precarious assumptions.

Neither a legal monopoly of a theoretical body of knowledge nor a service orientation can be considered, then, as the defining characteristics of a profession. Perhaps the least hazardous approach to the definition of professionalism is that which avoids any suggestion of dichotomous categories. Such a conceptualization of professionalism has been put forward by Greenwood (1972:4). He believes that all professions appear to have in common five attributes which he calls: (1) systematic theory, (2) authority, (3) community sanction, (4) ethical codes, and (5) a culture. Care is taken to point out that the difference between professionalism and non-professionalism is not a qualitative but rather a quantitative one:

> As is true of most social phenomena, the phenomena of professionalism cannot be structured in terms of clear-cut classes. Rather, we must think of the occupations in a society as distributing themselves along a continuum. At one end of this continuum are bunched the well-organized and undisputed professions (e.g., physician, attorney, professional scientist); at the opposite end are bunched the least skilled and least attractive occupations (e.g., watchman, truck loader, bus boy). (1972:4)

Taking each one of Greenwood's attributes of a profession in turn, it is possible to make some approximate assessment of where teaching lies on this continuum. Such an assessment can help to clarify how far teachers have progressed in their striving toward professionalism.

Systematic Theory. Greenwood (1972:5) has defined the knowledge component of a profession as skills that are "supported by a fund of knowledge that has been organized into an internally consistent system called a body of theory." Thus the preparation for a profession consists of intellectual as well as practical training.

Teaching cannot yet claim a substantive body of knowledge. Although teacher education does emphasize intellectual training it consists largely of the acquisition of knowledge borrowed from other disciplines. Lortie (1969:24) points to elementary education as a case in point:

> ... nor can elementary teachers point to an arcane body of knowledge to assert professional status vis a vis the school board or the public at large. That which is taught in elementary school is presumed to be known by almost all adults, and teachers have not been able to convince many critics -- and more importantly legislatures -- that 'methods courses' constitute a truly distinct and impressive body of knowledge. The subjects teachers themselves believe useful in teaching (e.g., child psychology) are primarily the property of others.

However, educational research has made a contribution to a theoretical body of knowledge over the last fifty years. As teacher education programs continue to increase in length and as an integrated body of educational research and theory becomes influential in affecting educational practice, teachers may be able to claim a body of theoretical knowledge that places them at the professional end of the continuum.

Authority. The extent to which this attribute is possessed is a matter of some debate. There is general agreement that the esoteric nature of the knowledge possessed, for example, by physicians is the basis for professional authority.

> In a professional relationship ... the professional dictates what is good or evil for the client who has no choice but to accede to professional judgement. Here the premise is that, because he lacks the requisite theoretical background, the client cannot diagnose his own needs or discriminate among the range of possibilities for meeting them. Nor is the client considered able to evaluate the caliber of the professional service he receives. (Greenwood, 1972:7)

Lacking a body of esoteric knowledge which provides the basis for action, teachers are not able to make as strong a stand as the established professions against lay control; teachers work in school settings which may be described as more bureaucratic or less bureaucratic and where professional authority may have to compete with hierarchical authority. However, as more and more members of other professional groups find that they must pursue careers within an organizational setting, this problem of professional versus hierarchical authority is not confined to teachers; it is shared to a greater or lesser degree by all professional groups.

Community Sanction. Professional authority is sanctioned when a profession is granted control over training and accreditation and thus acquires control over entry into the profession. The licensing system is enforced by law. Although many occupations may require a license, more severe sanctions are applied against unlicensed or illegal practitioners at the professional end of the continuum. For example, the non-licensed surgeon is considered a greater public danger than the non-licensed barber and is therefore subject to severer sanctions.

Other powers and privileges which may be sanctioned by the community include confidentiality between professional and client. Confidentiality is granted to few professions and "its very rarity makes it the ultimate in professionalism." (Greenwood, 1972:9) Another privilege accorded to professions is freedom from community judgement with regard to competence -- professional competence being judged by colleagues rather than the general public. Teaching has not yet received the right of certification or the right to judge the competence of its members.

Ethical Codes. Greenwood (1972:10) agrees that all occupations have self-regulative codes but he contends that a professional code "is more explicit, systematic, and binding; it certainly possesses more altruistic overtones and is more public service-oriented." Conformity to the code of ethics is ensured by formal and informal means. Professional associations have the power to censure members who refuse to conform to the code of ethics.

Teachers' associations have a code of ethics. In provinces such as Alberta, where membership in the Alberta Teachers' Association is mandatory for all those who wish to teach, the code of ethics can be enforced by formal means. Due to the somewhat incomplete, anticipatory professional socialization of a fairly large segment of the teaching force, informal enforcement of the code is not so easily attained.

Professional Culture. The concept of culture has been defined by Holmes (1971:149) as "the learned, shared behavior that man acquires as a member of society." Within the larger, complex society, ethnic, regional and occupational subcultures emerge. Lundberg, Schrag and Larson (1963:767) have offered this definition of a subculture:

> The distinctive social prescriptions and style of life characterizing a specific group that is more or less set apart from the larger society of which it is a constituent member.

The subculture of each profession emerges from the interaction of individuals in the formal and informal settings. Although these formal and informal patterns of interaction are not unique to professions, it is from these interactions that the subculture consisting of norms, values and symbols emerges. The central concept of the professional culture is that of career. Greenwood (1972:14) uses career in the sense of vocation or 'calling' where the emphasis is on intrinsic reward and "the sharp demarcation between the work hours and the leisure hours disappears."

It can be argued that teachers have norms, values and symbols but as yet the enculturation of teachers appears to be incomplete. Many teachers do place a great emphasis on intrinsic rewards (Lortie, 1969:32) but for many others commitment to teaching is low. (Grassie and Carss, 1973)

Progress Toward Professionalism

The professionalization of teaching at this point in time is incomplete. Contributing to the reluctance on the part of the public to accept teaching as a profession is the size of the teaching force -- economic recognition on a par with the medical profession would mean the imposition of a very heavy tax burden. The visibility of "poor" teachers and the short shadow cast by "good" teachers probably adds to the public's felt justification. Goode (1969:267) denies that school teaching will ever become a profession since it "will never reach the levels of knowledge and dedication to service society considers necessary for a profession."

The differences between categories of teachers make it difficult to give an overall assessment of the status of teaching. Using income, education and the prestige dimension of occupation, Blishen (1967) has constructed a Socio-Economic Index for 320 occupations in Canada. When either of Blishen's methods of establishing cutting points for classes is used, some teachers are placed in Class One with a socio-economic index value of 70.14. However, teachers and instructors who are "not otherwise specified" are assigned to Class Three with a socio-economic index value of 52.07.

(1967:44-51) These differences can be accounted for by the differences among teachers with respect to years of professional education and income.

Historically, teaching and religion have been associated. Teachers received and accepted small incomes and in western culture, low status positions in the occupational hierarchy. The task of public school teachers was to transmit to students the relatively unchanging values, norms, and skills of the larger society. (Banks, 1968:201) Zeigler and Peak (1971:217) contend that the emphasis, in American schools at least, is still on orthodoxy and that education faculties which appear to be "more conservative and authoritarian than the faculties of other academic disciplines" (1971:235) succeed in attracting recruits who tend to be conservative.

In the past teachers appeared to have a special "dedicatory ethic" (Lortie, 1969:40) which placed little emphasis on material rewards. The press by the more militant teachers for a greater share of the rewards of prestige, power and income that accompany professionalism is generally met with a certain amount of suspicion on the part of the public. As Goode (1969:269) points out, income and even power are not sufficient to gain societal recognition that an occupation has achieved professional status and that the "merely clever transactions that yield power and money for an occupation are not sufficient to achieve acceptance as a profession.

The high percentage of women in the teaching force is considered to be a barrier to the further professionalization of teaching. In noting that teachers are somewhat weaker than other groups on the attitudinal attribute of professionalism, Hall (1972: 151) states:

> ... teachers are somewhat weaker on the sense of calling to the field variable. An important factor appears to be the entry of many women into teaching because it is a 'safe' women's occupation rather than because of any real dedication.

On the knowledge attribute of professionalism, women compare unfavourably with men:

> This lack of drive toward intellectual mastery, added to the holistic focus on clients and the fact that women tend to readily follow directions from above, lessens the likelihood that semi-professional women will develop an ideology of professional autonomy and colleague control. (Simpson and Simpson, 1969:239)

Commenting on the structural looseness of the teaching group, Legatt (1970:164) contends:

> One of the barriers to a higher level of professionalism in teaching is the rudimentary development of colleague groups, but while in this respect disadvantageous this is of small concern to women employees whose family activities and commitments are less compatible than men's with extra-familial group loyalties.

There would appear to be a relationship between professionalism and upward mobility. High scores on a professional role orientation scale have been shown to be associated with persons occupying the higher positions in the educational hierarchy. (Hrynyk, 1966:210). Miskel (1973:51) concluded that elementary teachers, most of whom were women, seemed to have a greater desire for 'conservative security' than did central office administrators, most of whom were men.

The different levels of aspiration between men and women in the teaching force is apparent even at the prospective teacher stage of their careers. Ratsoy (1966:184) has suggested a possible explanation for this:

> As expected, men in both curriculum majors (elementary and secondary) score higher than women on levels of occupational aspiration. (LEPA) Inasmuch as most supervisory and administrative positions are presently held by men, it is not surprising that males more often aspire to these positions which rate highly on the Education Professional Prestige Scale.

Teachers differ in the degree to which their orientation toward teaching might be termed 'professional.' Women appear to be less professionally oriented than men (Banks, 1969:162; Simpson and Simpson, 1969:216) and teachers from higher socio-economic backgrounds appear to be more committed to professional norms. (Banks, 1969:162)

Drawing from the literature, Hrynyk (1966) formulated an 'ideal' professional model which included five dimensions of professionalism. The dimensions identified by Hrynyk were: knowledge-skill dimension, service dimension, core-organization dimension, colleague-professional dimension and a client-autonomy dimension, Hrynyk (1966:22 - 25) has defined these dimensions which are representative of the "ideology of professionalism" as follows:

> 1. Knowledge dimension. The work performed by a professional person is essentially intellectual in character and is based on an esoteric, theoretical body of knowledge. It is directed at the unique solution of problems of others. The required skills, based on the application of this knowledge, are normally acquired through a long period of training at the university. There is usually some form of formal testing and licensing procedure at the end of the training period. It is understood that the professional has a responsibility to maintain his competence and to contribute to the extension of the body of knowledge on which his practice is based.

2. Service Dimension. The dimension is characterized by a claim, early in the development of a profession, to a unique mission in society. The profession offers a unique and indispensable public service, always giving the best impartial service to society. The service, pursued with a sense of mission, is often viewed as being of the type which is essential to the survical of a society. A member of a profession is altruistically oriented and is committed to the occupation as a life-time career. He commits himself to provide service whenever the need arises and whatever the circumstances. It should be noted that he may view this societal service as being made either through the application of his practice to the individuals of society, or through the changes which can be wrought in society by his service.

3. Core-organization dimension. In the process of establishing itself it is apparently inevitable that the profession will organize, but the 'organization' should not be confused with the 'profession.' The organization becomes the enforcer of standards of conduct, codes of ethics and attempts to control licensure and admittance to the profession. Outwardly it contends that its sole purpose is to protect society from the unscrupulous who may attempt to practice the occupation, but actually, it may protect practitioners to at least an equal degree from the interference of society. The organization speaks for the profession and provides opportunities for the growth of circles of colleagueship. Ranking and evaluation within the profession are in the hands of the organization, giving it power over its members. Codes of ethics describe appropriate behaviour with respect to the greater society, fellow practitioners, unauthorized practitioners and clients. The organization serves as the core around which professionalism advances.

4. Colleague-professional dimension. The notion of colleagueship stresses the occupational unity of the practitioners in a profession. Strong identification and affiliation with the profession leads to a concern about who one's colleagues are. The 'brotherhood' aspects of colleagueship contribute to the social status and exclusiveness of the professions. Common interests lead to a group loyalty and loyalty of one practitioner to another not ordinarily found in other occupational groups.

5. Client-autonomy dimension. This dimension of pro fessionalism is characterized by the fact that members of a profession become involved in sets of relationships with their clients which do not appear to be duplicated in

> other occupational groups. The professional applies his unique skills which require the use of individual judgement and discretion. This involves him in fiduciary relationships of trust and faith, placing a responsibility on him that leads him to demand autonomy in decisions related to the practice of his profession. Such autonomy in turn places power over the client in the hands of the professional. The client is usually not able to judge the competence of the decisions or of the practice of the professional, but is in the position of needing a service which he is unable to obtain elsewhere. Hence, a trusting society provides legal and social sanction for the professionals' practice. The client, being unable to place a value on the professional's service usually agrees to pay a fee or fixed charge for it. Changes in the organization of the provision of professionals' services are rapidly producing changes in the ways in which professionals are reimbursed for their work.

The Professional Role Orientation scale devised by Hrynyk (1966) has shown that in Alberta there were differences in the professional orientations of different groups of teachers. Male teachers scored higher than did women teachers (Hrynyk, 1966:174) and "in general, higher scores were associated with positions which are usually ascribed higher 'status' in the school hierarchy." (Hrynyk, 1966:210)

An explanation of women teachers' lower professional role orientation scores and their seeming lack of interest in 'status' positions has been sought in the socialization and resulting sex-role orientations of women.

II. SEX-ROLE ORIENTATION

Socialization

Socialization has been defined as a process by which individuals learn to perform their various social roles adequately.

(Brim, 1968:186 ; Olsen, 1968:120). Through socialization a series of complex, interpersonal relations are learned. From the expectations and reactions of others a child learns his or her place in the social structure and throughout life the reactions of others, either real or imagined, continue to provide the basis for an estimate of self.

From very early childhood parents are concerned that their children learn appropriate sex role behaviour. (Goldberg and Lewis, 1972:33). Bardwick and Douvan (1971:225), having reviewed the literature on sex-role differences, have collated the adjectives associated with the commonly held stereotypes of masculinity and feminity. Adjectives which describe the idealized stereotype of normal masculinity include:

> Independence, aggression, competitiveness, leadership, task orientation, outward orientation, assertiveness, innovation, self-discipline, stoicism, activity, objectivity, analytic-mindedness, courage, unsentimentality, rationality, confidence, and emotional control.

Adjectives used to describe feminine characteristics tend toward the polar extremes of those used to portray the masculine stereotype:

> Dependence, passivity, fragility, low pain tolerance, nonaggression, noncompetitiveness, inner orientation, interpersonal orientation, empathy, sensitivity, nurturance, subjectivity, intuitiveness, yieldingness, receptivity, inability to risk, emotional liability, supportiveness.

Most women acquire in childhood a traditional definition of the female role as that of wife and mother when "within the family there is a division of labour based on sex. Men are the breadwinners, women the homemakers." (Archibald, 1969:1) These stereotyped sex roles are reinforced by formal schooling. (Royal Commission on the Status of Women, 1970:180-183; McLure, 1973:111-113; Shack, 1973:62). Epstein (1970:19) believes that childhood socialization "is nearly always crucial to later occupational decisions." Encouraged to take courses which guide them into traditionally female occupations, girls who hope to combine professional and homemaker roles may perceive teaching as a realistic choice.

Professional and Homemaker Roles

Attention is frequently drawn to the low career commitment of women in the semi-professions. (Simpson and Simpson, 1969; Miskel, 1973) It is claimed that many women look upon teaching, for example, as a temporary rather than a lifetime occupation and that this has a profound effect upon their expectations. (Banks, 1968:146; Corwin, 1965:286)

Acceptance of narrow, traditional definitions of the female role which placed a negative value on ambition provide one possible explanation of this lack of commitment to a profession. It has been suggested that for some women achievement in the world of work is something which is better avoided since it is threatening to their sense of feminity. (Horner, 1972:173); Kimball, 1973:132) For such women "success" in the man's world of work has a negative value. Women are warned, whether overtly or not is unimportant, not to be too successful in the man's world of work. Sexton (1969:156) has described "the women who make it in a man's world" in such terms that it is not surprising that some women feel that the price is far too high:

> Because of the tortured path they must follow, women who make it in a man's world are often odd and misshapen. Many a shrike is found in their numbers. To get anywhere on their own, women must fight harder than men. Many become extremely marginal and isolated. While some of the best rise on performance and talent, many others rise on sheer gall and aggression. These tend to be the shrews whose shrill assaults on others earn them their bad reputation.

Despite an egalitarian ideal, masculine qualities are often more highly valued by both men and women than feminine qualities. (Bardwick and Douvan, 1971:133; Broverman et al., 1972:61) Many women teachers may feel that men do have certain ascribed characteristics which make them better suited than women to positions of administrative responsibility. Broverman and her colleagues found that male characteristics were more positively valued than female characteristics among widely differing groups of both sexes:

> Characteristics ascribed to men are positively valued more often than characteristics ascribed to women. The positively valued masculine traits form a cluster of related behavior which entail competence, rationality and assertion; the positively valued feminine traits form a cluster which reflect warmth and expressiveness. (1972:61)

Perhaps resulting from this belief in the ascribed characteristics of men and women, many women as well as men prefer men in supervisory positions. In a study done by Null and Spence (1973) on teachers' perceptions of male and female principals, many female teachers expressed a preference for a male principal. However, Judek (1967) in his study, "Women in the Public Service," did find that a preference for a male supervisor was less strongly held by both the men and women who had actually worked for a woman supervisor.

> Both men and women, with or without experience of working under a female supervisor, prefer a man in this capacity. However, this view is less strongly held by those who have had experience working with a woman as supervisor. (1967:100)

Some women may be indifferent to success in their own careers because their social status, like that of their children, is acquired through their husbands' socio-economic standing (Parsons, 1954:94; Blishen, 1967:42). In Blishen's revised Socio-Economic Index for Occupations in Canada only those occupations which were characteristic of males were included. It was assumed that in a family where both the husband and wife worked, the social status of the family was derived solely from the husband's occupation. (1967:42) This assumption clearly implies that married women have no status resources of their own; only single women are free to determine their own status. (Acker, 1973:176-177)

Although the career woman is often considered aggressive, overly ambitious, and by implication unfeminine, the work of the homemaker is often held in low esteem. The Supreme Court of Canada, in October 1973, in its decision on the Murdoch divorce case, denied all legal rights to any share of farm land to the wife who had contributed "free" labour for twenty-five years to develop the property. (Time, July 29, 1974:8) However, in the Fiedler case, which was a similar dispute over property, an Alberta Supreme Court judge ruled differently. The Fiedler case differed only in that the wife was able to prove that she had contributed financially through her earnings as a schoolteacher. On the basis of this, Alberta Supreme

Court Justice, W.K. Moore, decided that she was entitled to a share of the property. Reporting on the court ruling, Time Magazine (July, 29:8) commented, "The implication of the judgement seems to be that women who work for money take legal precedence over women who simply work."

Society pays lip service to the role of woman as homemaker (Kimball, 1973:132) but apparently very little more. Among women, it is increasingly recognized that the wife who is unable to define herself in terms of an occupational role in the labour force may find herself "ciphered out as an individual." (Bernard, 1971:154) The response of many women to such ambivalent attitudes may well be a dissatisfaction with the role of homemaker together with a latent fear of appearing too successful in a career outside the home. Komarovsky (1973:880), in interviewing 62 college males, a random sample of the senior class, found that "the low esteem attached by some men to full-time homemaking coexisted with other sentiments and convictions which required just such a pattern from one's wife." Societal expectations for a wife's career are well summarized by one of the seniors in Komarovsky's study:

> I believe that it is good for mothers to return to full-time work when the children are grown, provided the work is important and worthwhile... Of course, it may be difficult if a wife becomes successful in her own right. A wife should want her husband's success more than he should want hers. Her work shouldn't interfere with or hurt his career in any way. (1973:881)

It would appear then that married women -- and sixty-seven percent of the female teaching force in Alberta are married (Alberta Teachers' Association 1972:5) -- may have a career outside the home so long as their commitment to that career is low. Since "teachers believe and accept that they are expected to uphold more conservative and conventional attitudes than other citizens," (Cohen and Boothroyd, 1972:67) the conservative view which would emphasize the intrinsic value of women's traditional role is possibly shared by a great many teachers in the Alberta teaching force. The female teacher who believes her role of homemaker to be of greater importance than her professional role is unlikely to have any particular ambition to further her career.

III. BELIEFS

Research of the kind done by Taylor (1973:145) is American in origin and may not be applicable to the Alberta scene.

> ... all other things being equal superintendents (male) were not likely to hire women as administrators. Half of the school systems studied did not encourage women to train or apply for administrative positions. Moreover, even though there were no written policies precluding women from administrative appointments and very few school systems acknowledged unwritten policies, women were still not likely to be appointed principals or superintendents. In fact, analysis of the data revealed that the only factor which appeared to have any significance on the hiring process was that of sex. The other variables -- age, type of position, length of experience, size of the school district and background -- did not have any valid correlation with the hiring process.

Many women teachers in the Alberta teaching force may believe that their applications for administrative appointments are unlikely to meet with success; and that their ambition must of necessity be limited. This belief in women teachers' restricted opportunities may or may not have any foundation in social reality but it does exert a powerful influence. As W.I. Thomas has pointed out, "If men [or women] define situations as real they are real in their consequences." (Blumer, 1939:85).

If women teachers believe that they will begin and inevitably end their careers as classroom teachers, ambition may well become apathy. Women teachers' "lack of ambition" may, in some cases at least, be a function of their lack of expectation of promotion. Using an American national sample of men and women in different occupations, Levitin, Quinn and Staines concluded:

> Initially a significant difference appeared between men and women in whether they ever wanted to be promoted (64 percent of the men versus 48 per cent of the women). But desire for promotion turned out to be largely a result of expectation of promotion ... Women want promotion as much as men do -- when they think they have a realistic chance of being promoted. Their apparent lack of ambition is not a personality trait, but a result of their restriction to dead-end jobs (two thirds of all women never expected to be promoted). We would guess that to avoid frustration, women, like men in the same situations, scale down their ambitions. (1973:96)

Fishel and Potter (1973:390) concur with these findings. They would argue that "women teachers have seen how difficult it is for a woman to obtain an administrative appointment and have stopped trying to do so."

IV. CONCEPTUAL FRAMEWORK

The underlying conceptual framework is that of role orientation. Modern woman is facing a "role choice" in that alternatives to the traditional definitions of the female role as wife and mother are now being offered to her. Schmidt (1973:38) has defined these choices as polar extremes:

Traditionalist	Liberationist
1. Adult sex-role is fulfilled within the patriarchal, authoritarian family;	Support for non-patriarchal, egalitarian relationships is provided.
2. Women assume a supportive role in family life, as well as in society. Men are active-instrumental;	Men and women assume both, or either, instrumental and/or supportive roles, depending upon the situation and the individual's needs.
3. The ideal of woman as mother and housewife; a gender-related definition or role;	The ideal that women be free to choose their role with complete social acceptance and support; roles not necessarily gender-related, i.e., tasks not defined as masculine or feminine.
4. The abstinence from all sexual activity outside the marriage relationship; the ideal of virginity and monogamy;	Support for the idea of freedom to explore sexually in the manner which suits the individual and the situation.

For most women it may not be a clear dichotomy between the "traditionalist" and "liberationist" orientation as defined by Schmidt (1973) but rather a partial rejection of the traditional female role and the attendant mythology which Lambert (1971:14) describes as a "partial ideology" that "specifies the content of the role, provides a rationale that legitimizes the existing state of affairs in terms of supposed characteristics of females and ties the role into dominant social values." Yet the woman who has acquired roles of "wife" and "mother" and attempts to combine these with a professional role will have to resolve the problem of conflicting priority systems. (Epstein, 1970:100) Societal expectations for the roles of "father" and "husband" tend to be imprecise and are, in any case, tied to the occupational role. If a man is "a good provider" he can through his occupational role fulfill the role expectations of "father" and "husband." A professional woman, however high her salary cannot so easily discharge her obligations. For the woman "duties as a mother override most other role obligations, her duties as a wife are second, and other status obligations are a poor third." (Epstein, 1970:100).

Social attitudes toward the woman who combines a family and a career are changing but they are changing slowly. Ten years ago, in 1964, Hewer and Neubeck, on questioning college freshmen concerning their attitudes toward married women in the labour force, received very conservative responses concerning the employment of women. The majority believes that a normal woman should not need to find satisfactions outside the home. (1964:587-592) In 1970, in a Canadian study prepared for the Royal Commission on the Status of Women, the same conventionality was revealed. In the technical schools and universities surveyed, 58 percent of the respondents believe that women should not work outside the home after the birth of the first child. (Royal Commission on the Status of Women in Canada, 1970:16)

Acceptance or partial rejection of the traditional role will have important implications for the professional role orientation. If a woman's primary commitment is to her home and family then her commitment to her professional role must be secondary. Attitudes toward school administration may be influenced negatively by traditional assumptions "that activities undertaken by the women which are not directly related to her primary functions will automatically result in an inferior job at home." (Greenwood, 1973:114)

V. HYPOTHESES

A brief statement that is intended to serve as a summary of the theory underlying the study precedes each group of sub-problems. These sub-problems have been restated as research hypotheses.

1. Hypotheses Concerning Biographical Variables

It has been suggested in the literature that advancement within a profession, for women, is associated with marital status. Competing priority systems may prevent many married women from furthering their careers.

Hypothesis 1.1. There are significant differences in the proportion of married to not married women among administrators, matched teacher and random teacher groups.

Hypothesis 1.2. There are significant differences in the proportion of married to not married women between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments within the matched and random teacher groups.

Hypothesis 1.3. There are significant differences in the total number with dependents, dependents under 18 and dependents under 10 among administrators, matched teacher and random teacher groups.

Hypothesis 1.4. There are significant differences in the total number with dependents, dependents under 18 and dependents under 10 between those who have applied and those who have not applied and do not intend to apply for administrative appointments within the matched and random teacher groups.

Hypothesis 1.5. The socio-economic status of the husbands' occupation differs significantly among administrators, matched teacher and random teacher groups.

Hypothesis 1.6. The socio-economic status of the husbands' occupation differs significantly between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments within the matched and random teacher groups.

2. Professional Role Orientation

In the literature the suggestion is made that administrators differ from teachers in their professional role orientation. The possibility of differences in professional role orientation between the single woman and the woman with family commitments and between women with differing socio-economic backgrounds has also been discussed in the previous sections of this chapter.

Hypothesis 2.1. There are significant differences among administrators, matched and random teacher groups on the Professional Role Orientation scale.

Hypothesis 2.2. Within administrator, matched and random teacher groups there are significant differences on the Professional Role Orientation scale between those who are married and those who are not married, between those who have dependents and those who have no dependents, between married respondents whose husbands' occupations are of high socio-economic status and those whose husbands' occupations are of medium-low socio-economic status.

Hypothesis 2.3. Within the matched and random teacher groups there are significant differences on the Professional Role Orientation scale between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments.

3. Hypotheses Concerning Sex Role Orientation

The hypotheses were based on the premise that: (1) women who held or who sought line positions would differ in their sex role orientation from those who neither held them nor sought them, and (2) high PRO scores would be associated with less traditional definitions of the female role.

Hypothesis 3.1. There are significant differences among administrators, matched and random teacher groups on the Sex Role Orientation scale.

Hypothesis 3.2. Within administrator, matched and random groups there are significant differences on the Sex Role Orientation scale between those who are married and those who are not married, between those who have dependents and those who have no dependents, between married respondents whose husbands' occupations are of high socio-economic status and those whose husbands' occupations are of medium-low socio-economic status, between those who obtain a high score on the Professional Role Orientation scale and those who obtain a low score on the Professional Role Orientation scale.

Hypothesis 3.3. Within the matched and random teacher groups there are significant differences on the Sex Role Orientation scale between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments.

4. Hypotheses Concerning Beliefs

These hypotheses were developed on the premise that a person acts in accordance with his or her definition of the situation. Within this context, beliefs and held values are important explicators of a person's actions. Having been appointed to line positions, it was expected that administrators would differ from the two teacher groups with respect to their beliefs regarding school boards' preferences for male administrators. Differences in beliefs were also anticipated between those who were willing to apply for administrative positions and those who were not.

Hypothesis 4.1. There are significant differences in the held beliefs regarding school boards' preferences for male administrators among administrators, matched and random teacher groups.

Hypothesis 4.2. Within administrator, matched and random groups there are significant differences in the held beliefs regarding school boards' preferences for male administrators between those who are married and those who are not married, between those who have dependents and those who have no dependents, between respondents whose husbands' occupations are of high socio-economic status and those whose husbands' occupations are of medium-low socio-economic status, between those who obtain a high score on the Professional Role Orientation scale and those who obtain a low score on the Professional Role Orientation scale, between those who obtain a high score on the Sex Role Orientation scale and those who obtain a low score on the Sex Role Orientation scale.

Hypothesis 4.3. Within the matched and random teacher groups there are significant differences in the held beliefs regarding school boards' preferences for male administrators between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments.

VI. SUMMARY

In this chapter the literature on professionalism and sex roles has been presented. An explanation of women's attitudes toward teaching and toward positions of administrative responsibility have been sought in the socialization and sex role orientations of women.

CHAPTER III

METHODOLOGY

In this chapter there are three major sections: (1) a statement of the research perspective underlying the methodology, (2) the sources and collection of data, and (3) treatment of the date obtained. The second section describes the pilot study, the sample, data collection and instrumentation. The statistical procedures employed in the study are discussed in the third section.

I. THE RESEARCH PERSPECTIVE

The recent trend in the sociology of education which has attacked the positivistic stance of much of the reported research has been accompanied by a renewal of interest in other approaches. (Young, 1971; Hopper, 1971; Filmer et al., 1972) As a result there has been an increasing emphasis on research based on the interpretative paradigm which challenges the dominance of highly statistical research oriented to the normative paradigm. (Colfax and Roach, 1971; Brown, 1973) The interpretative paradigm derives its orientation from such theoretical bases as symbolic interactionism and phenomenology which focus upon the interactions of people. For the researcher, working within the normative perspective, the ideal of objectivity refers not only to the control of the researcher's personal bias but to the formulation of hypotheses that are "in principle falsifiable and capable of public test." (Nettler, 1970:99) In contrast, the interpretative paradigm focuses upon "perceived reality." (Greenfield, 1974:13)

It takes account of the interaction between researcher and researched and incorporates it within the research design.

At the present time the interpretative paradigm is lacking in operational definitions of concepts and a complete reliance on this approach appeared unwarranted. Research conducted within this perspective would be different from but not necessarily better than, research conducted within the normative framework. Believing, however, that the interpretative approach with its emphasis on intuitive ways of knowing can make a valuable contribution to understanding, an attempt has been made in this study to incorporate into the research design something from this perspective. In keeping with the normative paradigm a priori hypotheses were formally stated and statistically tested at a predetermined level of significance but the interpretative paradigm which makes no statement of a priori hypotheses and gives full recognition to the importance of qualitative data, exerted some influence on the collection and discussion of the interview data.

II. SOURCES AND COLLECTION OF DATA

The research was carried out in Edmonton, Alberta, Canada, during March, April and May, 1974.

An outline of the investigation was submitted to the Edmonton Public School Board in January, 1974. Permission was sought to approach women teachers and administrators in the Edmonton Public Schools for their cooperation in the study. The Edmonton Public School Board approved the study and provided information on all women teachers deployed in the system.

Pilot Study

Prior to starting this research project a group of fourteen teachers and administrators from the Edmonton Public School Board, the Alberta Teachers' Association, and the Department of Educational Administration, University of Alberta, were asked to participate in a pilot study.

The pilot study revealed: (1) the ambiguity of some of the items in Part A of the questionnaire and (2) the need to widen the scope of the interview schedule. The original interview schedule together with the revised format have been placed in Appendix A.

The Sample

Originally the sample consisted of one hundred and fifty-nine administrators and teachers in the Edmonton Public School System: (1) the total population of 53 women principals and assistant principals, (2) an equivalent number of women teachers matched with the administrators by a pairing system on factors of years of teacher education and teaching experience, and (3) a third numerically equivalent group drawn, using a table of random numbers, from a computer printout of all women teachers in the Edmonton Public System. By holding constant two variables associated with administrative positions -- teacher education and teaching experience -- the inclusion of the matched group made possible a more careful examination of other variables on which administrators and teacher groups might differ.

The initial number of administrators and teachers were contacted by a letter dated March 1, 1974, which explained the purpose of the research. Enclosed with the letter was a standardized reply form, a copy of the letter from the Edmonton Public School Board giving permission for the study and an endorsement letter from the Alberta Teachers' Association. Copies of these together with the letter sent to the principals of the schools in which assistant principals and teachers were deployed have been placed in Appendix B. Administrators and teachers who had not replied to the letter by March 8, 1974, were contacted by telephone.

Reasons for non-participation varied but the most common reasons were: (1) lack of interest in the topic and (2) other professional commitments. The number and percentage of administrators, matched and random teacher groups who actually participated in the study is presented in Table IV. Out of a total of 159 administrators and teachers who were asked to participate, 147 (92.4 percent) agreed to do so. However, actual participation rates were lower; 133 administrators and teachers completed and returned the questionnaire. Of these 133 participants, 47 were school administrators, 44 were in the group matched with administrators on years of teacher education and teaching experience, and 42 were in the randomly selected group.

Composition of the Interview Sample. Ten participants from each group (five who obtained a 'traditional' score on the Sex Role Orientation scale and five who obtained a 'liberationist' score on the Sex Role Orientation scale) were asked to take part in an interview situation. All agreed to do so.

TABLE IV

PROMISED AND ACTUAL PARTICIPATION IN THE STUDY BY ADMINISTRATORS, MATCHED AND RANDOM TEACHER GROUPS

Groups	Original Population N	Original Population %	Promised Participation N	Promised Participation %	Actual Participation N	Actual Participation %
Administrators	53	100.0	48	90.5	47	88.7
Matched	53	100.0	50	94.3	44	83.0
Random	53	100.0	49	92.4	42	79.2
Total	159	100.0	147	96.1	133	83.6

Methods Used for Data Collection

All those who agreed to take part in the study were assigned a code number. During the third week in March a three part questionnaire was mailed to all participants together with a stamped, self-addressed envelope. Part A sought responses on: (1) biographical data (2) whether administrative positions had been or would be applied for, (3) personal and school board preferences for men as school administrators and (4) time as a factor in accepting or rejecting an administrative appointment. Part B of the questionnaire consisted of the Professional Role Orientation scale (Hrynyk, 1966) and Schmidt's (1973) Sex Role Orientation scale made up Part C. In addition, free space was left on the questionnaire for comments.

A check-list and a tape-recorder were both used in the interview situation. With the understanding that a transcription of the tape would be sent to them, every participant agreed to a recording of responses. In June, 1974, each participant was sent a list of the basic questions asked at the interview together with a transcript of her responses.

Questionnaire Returns. Participants from whom there was no response by April 17, 1974, were sent a reminder urging the early return of the completed questionnaire. A postal strike prevented the use of the regular mail service but the Edmonton Public School Board gave permission for their inter-school delivery system to be used. Those who did not respond to the letter were telephoned and their cooperation sought in returning the questionnaire.

As shown in Table IV, the highest return was from the administrators where 47 or 97.9 percent of those who agreed to cooperate with the study returned completed questionnaires. The next highest return was from the matched teacher group where 44 or 88.0 percent of those who expressed the intention to complete the questionnaire did so. Forty-two participants in the random teacher group returned completed questionnaires and this represented 85.7 percent of those who had agreed to do so.

Instrumentation

Questionnaire -- Part A. The first section of the questionaire consisted of closed, mutually-exclusive categories. Participants were asked to check their responses to the information sought. For the questions on: (1) personal and school board preferences for male administrators and (2) time as a factor in accepting or rejecting an administrative appointment, three response categories were provided. These consisted of Yes, No, and Undecided.

Questionnaire -- Part B. The Professional Role Orientation scale was made up of Likert-type items with response categories, Agree Strongly, Agree, Undecided, Disagree and Disagree Strongly. The response categories were weighted 1-5, the direction of the weighting being dependent upon the item.

Questionnaire -- Part C. The Sex Role Orientation scale was also made up of Likert type items. The response categories, Strongly Agree, Somewhat Agree, Undecided, Somewhat Disagree, Strongly Disagree were weighted 1-5, the direction of the weighting being dependent upon the item.

Interview Format. Questions were open-ended and the responses were categorized later from the tape recordings made at the interviews. Information was sought on: (1) socialization and career choice, (2) social change and sex-roles, (3) women in administration, (4) stereotyping, and (5) application/non-application of participants for administrative positions. The coding sheet used to categorize responses has been placed after the revised interview schedule in Appendix A.

Reliability of the Instrument. Reliability is concerned with the consistency of the results obtained by a research instrument. Kolstoe (1969:174) has defined reliability "as the stability or consistency of measurement."

The reliability of a sample of the responses for Questionnaire -- Part A was checked at the follow-up interviews.

Scharf (1967) determined the reliability of the Professional Role Orientation scale and subscales by employing the split-half correlation method. He concluded that the coefficients for the total Professional Role Orientation Scale indicated that it was a reliable instrument. (1967:128)

A reliability of $r = .975$ for the Sex Role Orientation scale was determined by Schmidt (1973:77) when she used the test-retest method. The instrument was accepted as being sufficiently reliable for the purposes of this study.

On June 17, 1974, all participants who were interviewed were sent transcripts of their responses. They were instructed to return the transcript with amendments if it did not accurately reflect their views. Three participants did so and their transcripts were revised.

Validity. Kerlinger (1973:457) has commented that the most common definition of validity "is epitomized by the question: Are we measuring what we set out to measure?" In this definition the emphasis is on the intention of the researcher and whether a research instrument, in fact, is measuring the conceptual intent of the study.

Glazer (1972:11) contends that the problem of acceptance is common to all field research.

> Regardless of the setting, prospective respondents and informants will be wary of the researcher's first overtures. They will want to know what kind of information he desires and how the accumulation of that knowledge will affect them.

Essentially this is a problem of establishing trust on the part of the participants that the information which they volunteer will not be used to their detriment and that the confidentiality of the responses will be safeguarded. Trust is crucial to the validity of the responses in this type of research where respondents are being asked to give information about their personal attitudes and beliefs.

In an attempt to gain the acceptance of which Glazer writes, the following steps were taken:

1. A letter outlining the purpose of the study and the method of data collection was sent to each member of the administrative, matched and random groups.
2. Each participant was a volunteer.
3. Each participant was assured of anonymity.

4. An attempt was made to ensure that the content of the items was personally non-threatening in the hope that this would lower the tendency for participants to give socially desirable responses.

The Professional Role Orientation (PRO) scale and the Sex Role Orientation (SRO) scale were accepted as valid instruments. The PRO scale developed by Hrynyk (1966) has been further validated by Scharf (1967) and Veitch (1969). The SRO scale has a pragmatic validity in that Schmidt claims that the scale does differentiate between traditionalist and liberationist attitudes (1973:78).

Problem of Objectivity. Restriction of research to quantifiable data which can be manipulated with appropriate statistical tools enhances a study's replicability but it is often too readily assumed that a sophisticated statistical treatment of data leads to a greater objectivity. Yet shifting cutting points and levels of significance can manipulate the findings in the direction of the researcher's bias. Jackson and Marsden (1966:17) have commented on social science research and the problem of objectivity:

> ...sociology is often bedevilled by a somewhat naive view of "objectivity." As human beings studying human groups, all sociologists cannot but experience many complex forms of involvement. The very choice of any research project in sociology presumes an act of judgement in which personal values and personal history play their own -- perhaps deep-hidden -- role. The true science lies in recognizing this, not in avoiding the terrain where involvement is most perceptible.

In following the lead of Jackson and Marsden, objectivity was operationally defined as a methodical treatment of the data which would allow the reader as many opportunities as possible to examine the evidence and, if need be, redeploy it. Thus, for example, the transcripts of the interviewees' responses are to be found in Appendix C.

III. TREATMENT OF DATA

Questionnaire responses and categorized interview data were translated to computer cards. No attempt was made to compensate for missing responses in Part A of the questionnaire or in the interview data but missing responses on the PRO and SRO scales were assigned a value of 3 (undecided).

Scoring of PRO and SRO Scales. The scoring procedures for the PRO scale which specify the number of the item, the directional weighting and the subscale of which it is part, have been placed in Appendix A. The directional weighting for each item on the SRO scale can also be found in Appendix A.

A measure of professionalism was obtained by computing the sum of all items. Scores on the subscales provided the ratings for five dimensions of professionalism. Participants with a composite score which fell in the upper third of all PRO scores were defined as "high" professionally oriented teachers and all those with scores in the lower third of all PRO scores were defined as "low" professionally oriented teachers.

Similar procedures were followed for the SRO scale. Participants with scores which fell in the upper third of all scores were defined as having a "traditional" sex role orientation; those whose scores fell in the lower third of all scores were defined as having "liberationist" sex role orientations.

Statistical Procedures. The focus of the study was a comparison between administrators, matched and random teacher groups and throughout the statistical analysis the three groups have been treated as three samples drawn from three populations. Extensive use has been made of descriptive statistics. Where the level of the data permitted it, means and standard deviations have been reported in addition to frequencies and percentages.

For each hypothesis the null form was formally tested. Ferguson (1971:147) has described the null hypothesis asserting that "no difference exists between population parameters." The hypotheses, non-directional in nature,were concerned with the differences among the three groups of teachers -- the administrators, the teachers matched with the administrators with respect to years of teacher education and years of teaching experience, and a randomly selected group of teachers. It was decided to reject, or fail to reject, the hypotheses at the .05 level of significance.

A one way classification of analysis of variance was one statistical procedure employed in order to test for significant statistical differences between populations. For planned comparisons where the hypotheses are non-directional and the level of measurement of the dependent variable is interval, the F and T tests subsumed under the concept of analysis of variance are sensitive, inferential tests. It was assumed that the Professional Role Orientation and Sex

Role Orientation scales met the underlying requirement and were interval scales with "equality of intervals " (Ferguson, 1971:15) which were additive in nature.

The F test was used for inter group comparisons. Where F proved to be significant beyond the .05 level, the nature of the implied difference was investigated further by the application of the Scheffé method of posteriori comparisons. This is a method of testing differences between all possible pairs of means. Due to the nature of the independent variables it would not have been appropriate to extend the analysis of the data beyond this comparison of means. As Ferguson (1971:276) has pointed out:

> ....where the treatment, or independent variable is nominal the analysis of the data cannot be extended beyond an F test applied to the group means and the comparison of means either two at a time or in subgroups.

For intra group comparisons the T test of independent samples was used. Following Ferguson's example (1971:152) the T test was used when the sample size was relatively small. However, T tests are inappropriate when population variances differ markedly. In all cases where the T test was used the difference between population variances was formally tested. In cases where the variances differed significantly the Welch T' was computed.

Where the level of measurement of the dependent variable did not allow the use of parametric statistics, the statistic chi-square was used as a test for significance of difference. In cases of small expected frequencies two procedures were followed: (1) categories were combined and (2) the Yates correction factor was applied (Ferguson, 1971:188 ; Guildford and Fruchter, 1973:204).

Discussion. In explaining the use of the technique of the analysis of variance Ferguson (1971:208) states that "in its simplest form the analysis of variance is used to test the significance of the difference between the means of a number of different populations." Parametric tests such as T and F tests have certain assumptions underlying their use: (1) random sampling, (2) the variables which are the concern of the study are randomly distributed, (3) homogeneity of variance and (4) the contribution of factors to total variance are additive.

The requirement of random sampling was presumed to have been met. There was no reason to believe that the variables were not normally distributed. Even in cases of non-normal populations where the sample size is small estimations of probabilities using T tests are not seriously affected. Summarizing research done in this area, Ferguson (1971:157) stated:

> A number of investigators have studied the effect of non-normal population on the T test for small samples. The empirical evidence suggests that even with quite small samples, say, of the order of five or ten, reasonably large departures from normality will not seriously affect the estimation of probabilities for a two-tailed test.

The F test is robust both with respect to the assumptions of normalcy and to homogeneity of variance. In cases where this latter assumption is not tenable the T test should be replaced by the Welch T' which makes an adjustment in the number of degrees of freedom. (Winer, 1971:42)

The additive contribution of factors to total variance was assumed. As Ferguson (1971:219) has noted:

> The basic model underlying the analysis of variance is that a given observation may be partitioned into independent and additive bits, each bit resulting from an identifiable source. In most situations there are no grounds to suspect the validity of this model.

The multiple comparison of means by the Scheffé method is not seriously affected by the violations of the assumptions of normality or homogeneity (Ferguson, 1971:271) Neither are special problems presented by unequal groups. (Ferguson, 1971:271) This method is more rigorous than other multiple comparison methods with respect to Type I error (i.e., the acceptance of H_1 when H_0 is true.) The rigorous nature of the procedure was not felt to be a disadvantage and the suggestion that it be used at the .10 level of significance (Ferguson, 1971:271) was not followed.

The statistic chi-square is appropriate to use as a test for significance of difference with "data that are expressed in frequencies or data that are in terms of percentages or proportions and that can be reduced to frequencies." (Downie and Heath, 1965:160). Guildford and Fruchter (1973:204) have explained the need for the Yates correction factor which is applied to all cells in the table when expected frequencies in one or two cells are small:

> The correction is needed because a computed chi-square, being based on frequencies (which are whole numbers), varies in discrete jumps, whereas the chi-square table, representing the distributions of chi-squares gives values from a continuous scale. When frequencies are large, the correction is relatively unimportant but when they are small, a change of .5 is of some importance. The correction is particularly important when a chi-square turns out to be a point of division between critical regions.

Two statistical methods, then, have been used to test for statistical differences between samples -- the analysis of variance and the chi-square. All the requirements underlying the use of parametric tests have not been rigidly tested but with respect to the analysis of variance Ferguson has noted:

> With most sets of real data the assumptions underlying the analysis of variance are, at best, only roughly satisfied. The raw data of experiments frequently do not exhibit the characteristics which the mathematical models require. One of the advantages of the analysis of variance is that reasonable departures from the assumptions of normality and homogeneity may occur without seriously affecting the validity of the inferences drawn from the data (1971:219-220)

SUMMARY

Presented in this chapter was a discussion of the research perspective, the sources and collection of the data. The chapter concluded with a description of the statistical procedures involved in the examination of the data.

CHAPTER IV

ANALYSIS OF THE QUESTIONNAIRE DATA

The results of the questionnaire data collection procedures described in Chapter III are recorded in this chapter. A description of the responses of the three sample groups to the questionnaire is presented in the first section. Included in this first section is a description of the comments on the study made by the participants. Data concerning hypotheses proposed for the study is presented in the second section. A discussion of the results relating to each hypothesis concludes the chapter.

1. DESCRIPTION OF THE RESPONSES MADE BY THE THREE SAMPLE GROUPS

As described in Chapter III, the samples consisted of the following three groups: (1) 47 administrators, (2) 44 teachers matched with administrators on factors of years of teacher education and years of teaching experience, and (3) 42 teachers who were randomly selected. All three samples were drawn from the personnel employed by the Edmonton Public School Board.

Teacher Education

Table V contains the frequencies and percentages for years of teacher education categories for the three samples. No participant in either the administrative or matched teacher group had less than four years of teacher education but in the randomly selected group

TABLE V

ADMINISTRATORS, MATCHED AND RANDOM GROUPS ACCORDING TO YEARS OF TEACHER EDUCATION

Years of Teacher Education	Administration		Matched		Random	
	N	%	N	%	N	%
Less than 4 years	0	0.0	0	0.0	5	11.9
Four years	16	34.0	19	43.2	22	52.4
Five years	11	23.4	9	20.5	8	19.0
Six years	20	42.6	16	36.4	7	16.7
Total	47	100.0	44	100.0	42	100.0

there were 5 (11.9 percent) in this category. Twenty (42.6 percent) of the administrators had six years of teacher education compared with 16 (36.4 percent) in the matched teacher group and 7 (16.7 percent) in the randomly selected teacher group. The results of the one way classification of the analysis of variance are presented in Table VI. Since the probability of obtaining an F ratio of 6.9 was .001, it was concluded that the differences between the sample groups were statistically significant. The analysis of variance procedure was followed by an application of the Scheffe multiple comparison of means (Table VI) which revealed that there was no statistically significant difference between the administrators and the matched teacher group in years of teacher education. There was, however, a statistically significant difference beyond the .05 level between the random teacher group and both the administrators and the matched teacher group on this variable.

Teaching Experience

Years of teaching experience are shown by categories in Table VII. Although no participants in either the administrative or matched teacher group had less than five years of teaching experience 10 (23.8 percent) of the random teacher sample were in this category. Whereas 18 of the administrative group (38.3 percent) and an equivalent number (40.9 percent) of the matched teacher group had more than 24 years of teaching experience, this number drops to 3 (7.1 percent) of the randomly selected sample. The modal category for both the administrative and matched teacher groups was over 24 years; and

TABLE VI

ONE-WAY ANALYSIS OF VARIANCE OF CATEGORIES OF TEACHER EDUCATION AMONG ADMINISTRATORS, MATCHED AND RANDOM GROUPS FOLLOWED BY THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS

Source	S.S.	M.S.	D.F.	F	P
Between Groups	.11	5.55	2	6.9	.001
Within Groups	.10	0.80	130		

Scheffé Multiple Comparison of Means

Groups	Administrators	Matched	Random
Means	3.08	2.93	2.40
Administrators	-	-	-
Matched	.7	-	-
Random	.00*	.02*	-

*The difference between the means was significant beyond the .05 level.

TABLE VII

ADMINISTRATOR,MATCHED AND RANDOM GROUPS ACCORDING TO CATEGORIES OF TEACHING EXPERIENCE

Years of Teaching Experience	Administrators		Matched		Random	
	N	%	N	%	N	%
1-4 years	0	0.0	0	0.0	10	23.8
5-9 years	1	2.1	2	4.5	19	45.2
10-14 years	8	17.0	7	15.9	6	14.3
15-19 years	8	17.0	5	11.4	3	7.1
20-24 years	12	25.5	12	27.3	1	2.4
More than 24	18	38.3	18	40.9	3	7.1
Total	47	100.0	40	100.0	42	100.0

5-9 years for the random teacher group.

Presented in Table VIII is a one-way analysis of variance of categories of teaching experience among administrators, matched and random teacher groups followed by the Scheffé multiple comparison of means. The Scheffé multiple comparison of means showed that while there was no statistically significant difference between the administrators and the matched teacher group on this variable, the randomly selected group differed significantly from the other two groups.

Age

Frequencies and percentages according to age categories for the three groups are shown in Table IX. The modal category for administrators was 35-44 years and this category accounted for a little over 38 percent of the administrative sample. Less than 10 percent of the random teacher sample was in this age category.

The probability of .001 of obtaining an F value of 17.58 indicated that the age differences between the groups were statistically significant beyond the .001 level. These results together with the Scheffé multiple comparison of means are presented in Table X. There was no statistically significant difference between the administrators and the matched teacher group but the randomly selected teacher group differed significantly from the other groups on this variable.

Marital Status

A classification of administrators, matched and random teacher

TABLE VIII

ONE-WAY ANALYSIS OF VARIANCE OF CATEGORIES OF TEACHING EXPERIENCE AMONG ADMINISTRATORS, MATCHED AND RANDOM GROUPS FOLLOWED BY THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS

Source	S.S.	M.S.	D.F.	F	P
Between Groups	.16	84.12	2	51.76	.000001
Within Groups	.21	1.63	130		

Scheffé Multiple Comparison of Means

Groups	Administrators	Matched	Random
Means	4.8	4.8	2.4
Administrators	-		
Matched	.99	-	
Random	.000**	.000**	

** The difference between the means was significant beyond the .001 level.

TABLE IX

CLASSIFICATIONS OF ADMINISTRATORS, MATCHED AND RANDOM GROUPS ACCORDING TO AGE CATEGORIES

Age	Administrators N	%	Matched N	%	Random N	%
Under 25	0	0.0	0	0.0	3	7.1
25-34	3	6.4	3	6.8	20	47.6
35-44	18	38.3	11	25.0	4	9.5
45-54	14	29.8	17	38.6	14	33.3
Over 54	12	25.5	13	29.5	1	2.4
Total	47	100.0	44	100.0	42	100.0

TABLE X

ONE-WAY ANALYSIS OF VARIANCE OF AGE CATEGORIES AMONG ADMINISTRATORS, MATCHED AND RANDOM GROUPS FOLLOWED BY THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS

Source	S.S.	M.S.	D.F.	F	P
Between Groups	.33	16.52	2	17.58	.000001
Within Groups	.12	.94	130		

Scheffé Multiple Comparison of Means

Groups	Administrators	Matched	Random
Means	3.7	3.9	2.7
Administrators	-	-	-
Matched	.72	-	-
Random	.000**	.000**	

** The difference between the means was significant beyond the .001 level.

groups by marital status is given in Table XI. An examination of the percentages reveals that when the "Single" and "Other" categories are combined, the ratio of married to not married participants in the administrative group is approximately 1:2; for the matched teacher group it is approximately 3:5 and for the randomly selected teacher group this approximate ratio is 3:4.

Dependents

Presented in Table XXXVI, Appendix D, is the number and percentage of participants in each group who gave information on their dependents. The administrative group had the smallest percentage who reported having dependents (27.5 percent) but for neither matched or random teacher groups did this percentage exceed 40 percent. However, the validity of the responses is open to some question. Two of the participants whose responses were checked in the interview situation had interpreted the word "dependents" to mean "for income tax purposes" and had not provided information on their dependents.

Husbands' Income and Socio-Economic Status

A classification of administrators, matched and random teacher groups by husbands' income is shown in Table XII. One third of the participants in each group had husbands whose incomes were less than $10,000. In no group was the reported husband's income $25,000 or more.

The information with respect to income was combined with participants' responses to Item 10 which requested a specific description of the occupation of the husband. An attempt was then

TABLE XI

CLASSIFICATION BY MARITAL STATUS ADMINISTRATORS, MATCHED AND RANDOM GROUPS

Group	Married N	Married %	Single N	Single %	Other N	Other %	Total N	Total %
Administrators	23	48.9	16	34.0	8	17.0	47	100
Matched	26	59.1	9	20.5	9	20.5	44	100
Random	31	73.8	6	14.3	5	11.9	42	100

TABLE XII

CLASSIFICATION OF ADMINISTRATORS, MATCHED AND RANDOM GROUPS ACCORDING TO HUSBANDS' INCOME[1]

Income	Administrators		Matched		Random	
	N	%	N	%	N	%
Under $10,000	7	33.3	8	32.0	10	33.3
$10,000-14,999	5	23.8	8	32.0	13	43.0
$15,000-19,999	8	38.1	7	28.0	6	20.0
$20,000-24,999	1	4.8	2	8.0	1	3.3
Over $25,000	0	0.0	0	0.0	0	0.0
Total	21	100.0	25	100.0	30	100.0

[1] Information on husband's income was not always given.

made to assess socio-economic status by using the six classes of the revised Blishen (1967) scale. However, partial and missing information made this a hazardous venture. The distribution for the six classes has been reported in Table XIII. For the purposes of hypotheses testing, Classes I, II, were combined and designated as High Socio-Economic; Classes III, IV, V and VI were combined and designated as Medium-Low Socio-Economic.

Summary

The biographical data have demonstrated that there were no statistically significant differences between administrators and teachers matched with them with respect to teacher education, teaching experience or the related variable of age. There were, however, statistically significant differences on all three variables between the random teacher group and the administrators and the matched teacher group.

Professional Role Orientation (PRO) Scores

Out of a possible range of 29-145, the range of all PRO scores was 79-127. Scores from 103-127 were labelled "high"; scores between 94-102 were considered "middle-range" while "low" PRO scores were those which fell within the range 79-93. One way analysis of variance revealed that the difference in mean scores between those participants who had "high" PRO scale scores and those who had "low" PRO scale scores was statistically significant beyond the .001 level.

Presented in Table XIV is a frequency distribution for the three sample groups. In each of the administrative and matched teacher

TABLE XIII

CLASSIFICATION OF ADMINISTRATORS, MATCHED AND RANDOM GROUPS ACCORDING TO HUSBANDS' S.E.S. RATING ON THE BLISHEN SCALE[1]

Classes	Administrators N	Administrators %	Matched N	Matched %	Random N	Random %
Class I	6	37.5	5	22.7	9	36.0
Class II	3	18.8	5	22.7	7	28.0
Class III	5	31.3	8	36.4	4	16.0
Class IV	2	12.5	0	0.0	3	12.0
Class V	0	0.0	2	9.1	2	8.0
Class VI	0	0.0	2	9.1	0	0.0
Total	16	100.0	22	100.0	25	100.0

[1] The reduction of the N's from Table XII is due to insufficient or vaguely worded responses to Item 10 on the questionnaire.

TABLE XIV

FREQUENCY DISTRIBUTION OF 'HIGH', 'MIDDLE-RANGE', AND 'LOW' SCORES ON THE PRO SCALE FOR ADMINISTRATORS, MATCHED AND RANDOM TEACHER GROUPS

Groups	"High"		"Middle-range"		"Low"		Total	
	N	%	N	%	N	%	N	%
Administrators	22	46.8	15	31.9	10	21.3	47	100.0
Matched	14	31.8	21	47.7	9	20.5	44	100.0
Random	11	26.2	11	26.2	20	47.6	42	100.0

samples approximately one fifth of the participants had PRO scores which were defined as "low". This was true of nearly half the participants (47.6 percent) in the random teacher group.

Sex-Role Orientation (SRO) Scores

Out of a possible range of 55-275, the range of all SRO scores was 104-186. A participant with a score which fell within the range 152-186 was defined as having a "traditional" sex-role orientation; those whose scores ranged from 137-151 were considered "ambivalent" and "liberationist" SRO scores included values from 104-136. When the difference in the mean scores of participants with a "traditionalist" SRO score and those participants with a "liberationist" SRO score was tested by means of a T test, the obtained T ratio was statistically significant beyond the .001 level.

A frequency distribution of SRO scores for the three sample groups is presented in Table XV. More than half the participants (52.4 percent) in the random teacher group had SRO scores which were considered "liberationist" compared with 27.7 percent of participants in the administrative group and 25 percent in the matched teacher group.

Comments Made By Participants

In all, forty-one participants availed themselves of the opportunity to express their views on issues related to women in the teaching force. These responses, 12 of which were from administrators, 19 from the matched teacher group, and 10 from the random teacher group, have been placed in Appendix C.

TABLE XV

FREQUENCY DISTRIBUTION OF 'TRADITIONAL','AMBIVALENT' AND 'LIBERATIONIST' SEX ROLE ORIENTATION SCORES FOR ADMINISTRATORS, MATCHED AND RANDOM TEACHER GROUPS

	'Traditional'		'Ambivalent		'Liberationist'			
Groups	N	%	N	%	N	%	N	%
Administrators	16	34.0	18	38.3	13	27.7	47	100.0
Matched	17	38.6	16	36.4	11	25.0	44	100.0
Random	13	31.0	7	16.7	22	52.4	42	100.0

Comments ranged along a continuum from those who believed wholeheartedly in their school board's fair promotion policies to those who had no such belief. At one end of the continuum there were comments such as, "I have been employed with the Edmonton Public School Board for sixteen years and have received promotions when I applied. I have no complaints." At the other end of the continuum one participant wrote:

> I don't think I would like to apply for an administrative position again .... I've had three letters from them in the last three years regarding transfers and appointments and I know that each is a damned lie.

Among the reasons offered as to why the participants themselves or others did not apply for administrative positions were the responsibility and pressures attached to such positions.

> I have three times been offered principalships ... My sex has not prevented me from being offered administrative posts. Being a good administrator costs more than I am willing to pay, and I have not the personality for it. I am highly fulfilled in my present role. I am not a status seeker.

Another suggested that "the added responsibility and resulting pressure ... make it impossible for a person with an already full load of work, home and family."

The awesome expectations held by others for women administrators were mentioned by teachers and administrators alike. As one teacher put it:

> A woman in an administrative position has to work twice as hard to prove she's 'capable' of being an administrator. A male administrator can 'sluff' off and not much is said. The expectations of a female administrator are too high both by the school board and the staff -- especially women. Many are a menace to a female administrator for there's resentment.

An administrator explained that "women administrators really do have to work much harder than their male counterparts to almost justify their existence."

A preference for men rather than women in administrative positions was expressed. One teacher volunteered these reasons for this preference:

> I have noticed that both male and female teachers respond to male authority and decision more readily than to female authority and decision.
>
> It has been my experience that women can organize their own work as efficiently as any man, but men can organize the work of many people more efficiently.

Several participants expressed a lack of interest in administration. Reasons that were given for this included: (1) The administrative task was thought to be less interesting than classroom teaching, (2) loss of contact with students and (3) a family was planned for the near future.

These comments have been subjectively selected as representative of the open-ended responses made by the participants. Some further reference is made to this material in the discussion of the data analysis.

II. TESTING THE HYPOTHESES

Hypotheses Concerning Biographical Variables

Hypothesis 1.1. This hypothesis stated:

> There are significant differences in the proportion of married to not married women among administrators, matched and random teacher groups.

In order to test this hypothesis a chi-square test of significance was used. The distribution of the dichotomous variable married/not married within the three groups is presented in Table XVI. Since the computed chi-square value of 5.756 proved to be significant at the .05 level, the hypothesis of significant differences between the groups was sustained.

Hypothesis 1.2. This hypothesis stated:

> There are significant differences in the proportion of married to not married women between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments within the matched and random teacher groups.

Within the matched and random groups, chi-square tests of significance showed no significant differences in willingness to apply for administrative positions between those who were married and those who were not married. Thus it was concluded that the hypothesis could not be sustained,and there was no relationship between marital status and willingness to apply for administrative positions.

Hypothesis 1.3. This hypothesis stated:

> There are significant differences in the total number with dependents, dependents under 18 and dependents under 10, between administrators, matched and random teacher groups.

With respect to the distribution of the dichotomous variable dependents/no dependents within the three groups, the computed chi-square was not significant at the .05 level or beyond. Neither were the results significantly different at the .05 level or beyond when the administrative and matched teacher groups and the administrative and random teacher groups were compared on: (1) the number reporting

TABLE XVI

CHI-SQUARE TEST OF SIGNIFICANCE BETWEEN ADMINISTRATORS, MATCHED AND RANDOM TEACHER GROUPS CLASSIFIED ACCORDING TO MARITAL STATUS

Marital Status	Administrators N	%	Matched N	%	Random N	%
Married	23	48.9	26	59.1	31	73.8
Not Married	24	51.1	18	40.9	11	26.2
Total	47	100.0	44	100.0	42	100.0

Chi-square = 5.756*   D.F. = 2

* Significant at the .05 level.

dependents under age 18, and (2) the number reporting dependents under age 10.

When the matched and random teacher groups were compared, there were no significant differences between the groups on the number who reported having dependents under age 18. Reported in Table XVII are the results of the inter-group comparison between the matched and random groups on the number who reported having dependents under age 10. The computed chi-square was significant beyond the .01 level.

With the exception of the inter-group comparison reported in Table XVII, the hypothesis of significant differences between the groups with respect to the number with dependents was not sustained.

Hypothesis 1.4. This hypothesis stated:

> There are significant differences in the total number with dependents, dependents under 18 and dependents under 10, between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments within the matched and random teacher groups.

Within the matched and random teacher groups, chi-square tests of significance were used to test the relationship between dependents and willingness to apply for administrative appointments. Chi-square tests disclosed no significant differences on: (1) total number with dependents, (2) dependents under 18, (3) dependents under 10 for the random group. The hypothesis was not sustained and a relationship was not established between dependents and willingness to apply for administrative positions.

TABLE XVII

CHI-SQUARE TEST OF SIGNIFICANCE BETWEEN MATCHED AND RANDOM TEACHER GROUPS CLASSIFIED ACCORDING TO NUMBER OF DEPENDENTS

Group	Matched		Random	
	N	%	N	%
Dependents under 10	0	0.0	8	19.0
No Dependents under 10	44	100.0	34	81.0
Total	44	100.0	42	100.0

Chi-square corrected for continuity = 7.121* D.F. = 1

* Significant beyond the .01 level

Hypothesis 1.5. This hypothesis stated:

> The socio-economic status of the husbands' occupation differs significantly among administrators, matched and random teacher groups.

A chi-square test of significance revealed no significant differences between the groups with respect to the husbands' socio-economic status. No relationship was established and therefore the hypothesis was not sustained.

Hypothesis 1.6. This hypothesis stated:

> The socio-economic status of the husbands' occupation differs significantly between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments within the matched and random teacher groups.

Within the matched and random groups, chi-square tests of significance revealed no significant relationship between husbands' socio-economic status and willingness to apply for administrative appointments. The hypothesis, therefore, was not sustained.

Hypotheses Concerning Professional Role Orientation

Hypothesis 2.1. This hypothesis stated:

> There are significant differences among administrators, matched and random teacher groups on the Professional Role Orientation (PRO) scale.

The hypothesis was extended to include: (1) the subscales of the PRO scale and (2) willingness to expend, if necessary, additional time on the administrative task (Question 15 on the questionnaire).

To test this hypothesis and the extensions, two statistical procedures were used: analyses of variance of the PRO scale scores (total and subscales) and a chi-square test of significance between groups on the willingness to expend, if necessary, extra time on the administrative task.

Table XVIII contains the results of the analysis of variance of the total PRO scores between groups and the Scheffé multiple comparison of means. The F value of 4.70 with a probability of .01 indicated that the differences between the means was statistically significant. The Scheffé multiple comparison of means revealed a significant difference in group mean scores between the administrators and the random teacher group.

With respect to the PRQ subscales of knowledge, colleague-professional, and student-autonomy, analyses of variance indicated no statistically significant differences between the groups. The results of the analysis of variance followed by the Scheffé multiple comparison of means for the PRO subscale of service are shown in Table XIX. An F value of 5.5 with a probability of .005 indicated a statistically significant difference between groups on the service dimension of the PRO scale. A significant difference between the mean scores of the administrators and the random teacher group was revealed by the Scheffé multiple comparison of means.

Table XX sets forth the differences between groups on the core-organization subscale. The probability of .041 of obtaining an F ratio of 3.26 indicated that these differences were also statistically significant. When these differences were explored further by the Scheffé multiple comparison of means, the administrative and random teacher group means for this subscale were shown to differ

TABLE XVIII

ONE-WAY ANALYSIS OF VARIANCE OF PROFESSIONAL ROLE ORIENTATION SCORES AMONG ADMINISTRATORS, MATCHED AND RANDOM TEACHER GROUPS FOLLOWED BY THE SCHEFFE MULTIPLE COMPARISON OF MEANS

Source	S.S.	M.S.	D.F.	F	P
Between Groups	0.873	436.5	2	4.70	.01
Within Groups	0.120	92.83	130		

Scheffé Multiple Comparison of Means

Groups	Administrators	Matched	Random
Means	102.0	100.0	95.83
Administrators	-		
Matched	0.64	-	
Random	0.01*	0.126	

* Significant beyond the .05 level.

TABLE XIX

ONE-WAY ANALYSIS OF VARIANCE OF PRO SUBSCALE 2 (SERVICE) SCORES AMONG ADMINISTRATORS, MATCHED AND RANDOM TEACHER GROUPS FOLLOWED BY THE SCHEFFE MULTIPLE COMPARISON OF MEANS

Source	S.S.	M.S.	D.F.	F	P
Between Groups	0.176	88.38	2	5.50	0.005
Within Groups	0.209	16.08	130		

Scheffé Multiple Comparison of Means

Groups	Administrators	Matched	Random
Means	20.91	19.70	18.09
Administrators	-		
Matched	0.358	-	
Random	0.005*	0.181	

* Significant beyond the .01 level

TABLE XX

ONE-WAY ANALYSIS OF VARIANCE OF PRO SUBSCALE 3 (CORE-ORGANIZATION) SCORES AMONG ADMINISTRATORS, MATCHED AND RANDOM TEACHER GROUPS FOLLOWED BY THE SCHEFFÉ MULTIPLE COMPARISON OF MEANS

Source	S.S.	M.S.	D.F.	F	P
Between Groups	0.809	40.42	2	3.26	0.041
Within Groups	0.161	12.40	130		

Scheffé Multiple Comparison of Means

Groups	Administrators	Matched	Random
Means	18.63	17.90	16.73
Administrators	-		
Matched	0.615	-	
Random	0.042*	0.308	

* Significant beyond the .05 level.

significantly.

A willingness to spend additional time was presumed to be related to the service attribute of professionalism. Responses to the question, "Would you turn down an administrative position if you thought it was going to be more time-consuming than classroom teaching?" are reported in Table XXI. Discrepancy in the Ns between Table XXI and other tables is due to the arbitrary omission of "undecided" responses. A chi-square test revealed significant differences between the groups in their willingness to spend, if necessary, additional time on the administrative task.

The hypothesis of significant differences between the groups on the PRO scale was sustained. Further examination of the five subscales, however, revealed that statistically significant differences beyond the .05 level were confined to two dimensions of professionalism-- the service and core-organization dimensions. Differences between groups on the extension of the hypothesis to include willingness to expend additional time also proved to be statistically significant beyond the .05 level.

Hypothesis 2.2. This hypothesis stated:

> Within administrator, matched and random teacher groups there are significant differences on the PRO scale between those who are married and not married, between those who have dependents and those who have no dependents, between married respondents whose husbands' occupations are of high socio-economic status and those whose husbands' occupations are of medium-low socio-economic status.

In addition to the total score, the investigation was extended to the subscales of the PRO scale. The statistical procedure

TABLE XXI

CHI-SQUARE TEST OF SIGNIFICANCE AMONG GROUPS ON RESPONSES TO QUESTION 15 ON THE QUESTIONNAIRE[1]

	Administrators		Matched		Random	
	N	%	N	%	N	%
Yes	3	7.5	12	30.8	11	28.9
No	37	92.5	27	69.2	27	71.1
Total	40	100.0	39	100.0	38	100.0

Chi-square = 7.659* D.F. = 2

[1] Question 15: Would you turn down an administrative position if you thought it was going to be more time-consuming than classroom teaching?

* Significant beyond the .05 level.

of analysis of variance was used in order to investigate the relationship between PRO scores and marital status, between PRO scores and dependents, and between PRO scores and socio-economic status. T tests of the PRO scores (total and subscales) classified on the basis of married/not married, dependents/no dependents, high socio-economic status/medium-low socio-economic status were performed in order to determine if there were statistically significant intra-group differences.

There were no significant differences on either the total PRO scale or the subscales within the administrative or matched teacher group between those who were married and those who were not married.

Table XXII contains the means, standard deviations and T ratios of the PRO scores for the random teacher group. Within this sample group, those who were not married scored significantly higher, beyond the .05 level, than those who were married on the colleague-professional dimension of the PRO scale.

Information on the administrative and matched teacher groups classified on the basis of married/not married is provided in Tables XXXVII and XXXVIII, Appendix D.

The relationship between dependents and PRO scale scores proved not to be statistically significant within any of the three sample groups.

Presented in Tables XXIII and XXIV, are the intra-group comparisons between high and medium-low socio-economic status for the administrative and matched teacher group. The results of the statistical analyses classified on the basis of husbands' socio-economic

TABLE XXII

ONE-WAY ANALYSIS OF VARIANCE OF PROFESSIONAL ROLE ORIENTATION SCORES WITHIN THE RANDOM GROUP BY MARRIED AND NOT MARRIED STATUS

Scale	Married $\bar{x}$ (N = 31)	Not Married $\bar{x}$ (N = 11)	Married S.D.	Not Married S.D.	D.F.	T
PRO TOTAL SCORES	94.87	98.55	9.90	10.34	40	-1.05
Know.	16.71	18.00	3.08	2.41	40	-1.25
Service	18.03	18.27	3.92	3.29	40	-0.18
Core-Org.	16.55	17.27	3.45	4.78	40	-0.54
Col.-Prof.	19.68	21.55	2.24	2.81	40	-2.22*
Stud.-Aut.	23.90	23.45	3.55	2.91	40	0.38

* Significant beyond the .05 level.

TABLE XXIII

ONE-WAY ANALYSIS OF VARIANCE OF PROFESSIONAL ROLE ORIENTATION WITHIN THE ADMINISTRATIVE GROUP CLASSIFIED ON THE BASIS OF THE HUSBANDS' HIGH S.E.S. AND HUSBANDS' MEDIUM-LOW S.E.S.

Scale	High S.E.S. $\bar{x}$ (N = 9)	Medium-Low S.E.S. $\bar{x}$ (N = 7)	High S.E.S. S.D.	Medium-Low S.E.S. S.D.	D.F.	T
PRO TOTAL SCALE	107.22	97.29	8.89	5.59	14	2.58*
Know.	19.44	17.00	3.28	1.73	14	1.78
Service	21.22	21.00	4.63	3.46	14	0.11
Core-Org.	20.00	16.57	3.20	4.72	14	1.73
Col.-Prof.	21.89	20.43	2.26	2.37	14	1.26
Stud.-Aut.	24.67	22.29	2.69	2.43	14	1.83

* Significant beyond the .05 level

TABLE XXIV

ONE-WAY ANALYSIS OF VARIANCE OF PROFESSIONAL ROLE ORIENTATION SCORES WITHIN THE MATCHED GROUP CLASSIFIED ON THE BASIS OF HUSBANDS' HIGH S.E.S. AND HUSBANDS' MEDIUM-LOW S.E.S.

Scale	High S.E.S. (N = 10) $\bar{x}$	Medium-Low S.E.S. (N = 12) $\bar{x}$	High S.E.S. S.D.	Medium-Low S.E.S. S.D.	D.F.	T
PRO TOTAL SCORES	103.00	94.58	9.83	6.97	20	2.345*
Know.	18.60	15.83	2.22	2.29	20	2.860**
Serv.	20.00	18.33	3.13	3.85	20	1.362
Core-Org.	18.40	17.03	3.17	3.29	20	0.951
Col.-Prof.	21.30	19.50	3.27	2.58	20	1.440
Stud.-Aut.	21.30	23.83	3.09	1.70	20	0.440

* Significant beyond the .05 level.

** Significant beyond the .01 level.

status revealed significant differences within the administrative and matched teacher group on the total PRO scale score. Those participants whose husbands' occupations were of high socio-economic status scored significantly higher than those whose husbands' occupations were of medium-low socio-economic status. The difference was not statistically significant within the random group but the mean score (97.44) on the total PRO scale of the high socio-economic group was greater than that obtained (90.44) by the medium-low socio-economic group (Table XXXIX, Appendix D).

Only in the matched teacher group was there any statistically significant difference between high and medium-low socio-economic groups with respect to subscales. Within the matched teacher group, the high socio-economic group scored significantly higher than the medium-low socio-economic group on the knowledge subscale. However, there was a trend within all three groups for the high socio-economic groups to obtain greater scores on the PRO subscales than the low socio-economic groups.

Summary

Hypothesis 2.2 was not sustained with respect to marital status and total PRO scores. When the hypothesis was extended to the subscales, one significant difference on the Colleague-Professional subscale for the random group classified as to marital status was revealed. No relationship was established between those who reported dependents and PRO scores (either total or subscales) within any of the groups. However, the data analysis did reveal statistically significant differences within the administrative and matched teacher groups with respect to socio-economic status as measured by the occupation of the husband and scores on the PRO scale.

Hypothesis 2.3. This hypothesis stated:

> Within the matched and random teacher groups there are significant differences on the Professional Role Orientation scale between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments.

This hypothesis was extended to the subscales of the PRO scale. The statistical analyses which relate to Hypothesis 2.3 are presented in Tables XL, XLI, Appendix D. Analyses of variance within each teacher group classified on the basis of willingness to apply for administrative positions revealed no statistically significant intra-group differences on either the total PRO scale or the subscales.

The hypothesis, therefore, was not sustained.

Hypotheses Concerning Sex Role Orientation

Hypothesis 3.1. This hypothesis stated:

> There are significant differences among administrators, matched and random teacher groups on the Sex Role Orientation scale.

In order to test this hypothesis a one-way analysis of variance of the SRO scores between administrators, matched and random teacher groups was computed. The results of this analysis are presented in Table XLII, Appendix D. The F value of 2.17 with a probability of 0.117 indicated that the differences between the three groups were not statistically significant. Hypothesis 3.1 was not sustained.

Hypothesis 3.2. This hypothesis stated:

> Within administrator, matched and random teacher groups there are significant differences on the SRO scale between those who are married and not married, between those who have dependents and those who have no dependents, between married respondents whose husbands' occupations are of high socio-economic status and those whose husbands' occupations are of medium-low socio-economic status, between those who obtain a high score on the PRO scale and those who obtain a low score on the PRO scale.

The statistical procedure employed to test this hypothesis was a series of T tests. Within each sample group one-way analysis of variance of SRO scores were computed on the following classifications: married/not married, dependents/no dependents, husbands' high S.E.S./husbands' medium-low S.E.S., high PRO scores/low PRO scores. Where obtained F values of differences between variances made the assumption of homogeneity of variance untenable, the Welch T described in Chapter III has been reported.

There was a significant difference on the mean score obtained on the SRO scale between married and not married participants within the administrative group. As shown in Table XXV married administrators obtained a significantly lower mean score indicative of a more liberationist sex role orientation on the SRO scale than did not married administrators. This was not true within the two teacher groups. There were no statistically significant differences within the matched and random teacher groups on the SRO scale between those who were married and those who were not married.

When the three sample groups were classified according to

TABLE XXV

ONE-WAY ANALYSIS OF VARIANCE OF SEX ROLE ORIENTATION SCORES WITHIN EACH SAMPLE GROUP CLASSIFIED ON THE BASIS OF MARRIED AND NOT MARRIED

Sample Group	N	Married $\bar{x}$	N	Not Married $\bar{x}$	Married S.D.	Not Married S.D.	D.F.	T
Administrators	23	138.83	24	152.42	13.03	12.02	45	-3.71**
Matched	26	147.08	18	146.67	18.05	13.48	42	0.08
Random	31	139.77	11	140.82	19.95	15.01	40	-0.16

** Significant beyond the .01 level.

dependents/no dependents no statistically significant intra-group differences were revealed.

The results of the analyses of variance on SRO scores classified within each sample group according to high S.E.S./medium-low S.E.S. are presented in Tables XXVI. In both the administrative and random teacher samples the high socio-economic groups obtained significantly lower mean scores than the medium-low socio-economic groups. The obtained T value of -3.31 within the administrative sample proved to be significant beyond the .01 level; the obtained T value of -2.074 within the random sample group was significant beyond the .05 level. However, this relationship between socio-economic status and SRO scores was not sustained within the matched teacher group.

An intra-group comparison of administrators, matched and random teacher groups classified on high/low PRO scores is presented in Table XXVII. Within the administrative group, the mean scores of those classified as "high" on the PRO scale differed significantly on the SRO scale from those who were classified as "low" on the PRO scale. No statistically significant differences in mean scores on the SRO scale were revealed in the intra-group comparisons of the other two teacher groups classified on high/low PRO scores.

Summary

Those parts of the hypothesis which posited relationships between marital status and SRO scores, between socio-economic status and SRO scores, and between PRO scores and SRO scores were upheld within the administrative group. The relationship between socio-economic status and SRO scores was also sustained within the random

TABLE XXVI

ONE-WAY ANALYSIS OF VARIANCE OF SEX ROLE ORIENTATION SCORES WITHIN THE SAMPLE GROUPS CLASSIFIED ON THE BASIS OF HUSBANDS' HIGH S.E.S. AND HUSBANDS' MEDIUM-LOW S.E.S.

Sample Group	N	High S.E.S. $\bar{x}$	N	Medium-Low S.E.S. $\bar{x}$	High S.E.S. S.D.	Medium-Low S.E.S. S.D.	D.F.	T
Administrators	9	131.44	7	149.29	11.90	8.81	14	-3.31**
Matched	10	146.10	12	147.92	21.15	15.48	20	-0.23
Random	16	133.56	9	148.67	16.01	19.94	23	-2.07*

* Significant beyond the .05 level.

** Significant beyond the .01 level.

TABLE XXVII

ONE-WAY ANALYSIS OF VARIANCE OF SEX ROLE ORIENTATION SCORES WITHIN EACH SAMPLE GROUP CLASSIFIED ON THE BASIS OF HIGH PRO SCORES AND LOW PRO SCORES

Sample Group	N	High PRO $\bar{x}$	N	Low PRO $\bar{x}$	High PRO S.D.	Low PRO S.D.	D.F.	T	T' [1]
Administrators	22	142.82	10	152.20	15.61	7.27	30	-	-2.319*
Matched	14	148.29	9	134.56	17.93	15.92	21	1.869	-
Random	11	141.73	20	143.65	14.68	20.53	29	-0.274	-

[1] Where the F test differences between variances proved to be significant beyond the .05 level, the Welch T' has been reported.

*Significant beyond the .05 level.

teacher group.

With respect to dependents and SRO scores no statistically significant differences were noted within any of the groups. Thus that part of the hypothesis which related dependents to SRO scores was rejected.

Hypothesis 3.3. This hypothesis stated:

> Within the matched and random teacher groups there are significant differences on the SRO scale between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments.

Within the matched and random teacher groups one-way analyses of variances of SRO scores were computed on the classification of those who were willing to apply (had either done so or intended to do so) and those who were not willing to apply for administrative appointments. The results of this analysis are presented in Table XXVIII.

Within the random teacher group the computed Welch T' value of -4.41 proved to be significant beyond the .01 level. Those who were willing to apply for administrative positions obtained a significantly lower mean score on the SRO scale than those who were not willing to do so. However, there were no statistically significant differences in the mean score on the SRO scale between those who were willing to apply and those who were not willing to apply for administrative appointments within the matched teacher group. The hypothesis, therefore, was only partially sustained.

TABLE XXVIII

ONE-WAY ANALYSIS OF VARIANCE OF SEX ROLE ORIENTATION SCORES WITHIN THE MATCHED AND RANDOM TEACHER SAMPLES CLASSIFIED ON THE BASIS OF "APPLY" (GROUP 1) AND "NOT APPLY" (GROUP 2) FOR ADMINISTRATIVE POSITIONS

Sample Group		Group 1 $\bar{x}$	N	Group 2 $\bar{x}$	Group 1 S.D.	Group 2 S.D.	D.F.	T[1]	T'
Matched	14	146.86	30	146.93	19.39	14.79	42	-0.01	
Random	10	126.30	32	144.34	7.35	19.03	40	-	-4.41**

[1] Where the F test differences between variances proved to be significant ($\bar{<}$.05) the Welch T$'$ has been reported.

** The difference between the means was significant beyond the .001 level.

Hypotheses Concerning Beliefs

Hypothesis 4.1. This hypothesis stated:

> There are significant differences in the held beliefs regarding school boards' preferences for male administrators among administrators, matched and random teacher groups.

Responses to Item 14 on the questionnaire were used to test this hypothesis. The "undecided" response categories were not included in the calculation of the chi-square test of significance. The distribution of the dichotomous responses are presented in Table XLIII, Appendix D. Chi-square analysis disclosed that there were no statistically significant differences among administrators, matched and random teacher groups in their beliefs concerning school boards' preferences for male administrators. In each of the three sample groups, the majority of the participants believed that school boards' had a preference for male administrators.

The extension of the hypothesis to include personal preferences for men in supervisory positions (Item 13) revealed no statistically significant differences between administrators, matched and random teacher groups. Table XLIV in Appendix D contains the results of this analysis. The majority of participants in each of the groups held no preference for male administrators. Both the hypothesis and the extension to the hypothesis were rejected.

Hypothesis 4.2. This hypothesis stated:

> Within administrator, matched and random teacher groups there are significant differences in the held beliefs regarding school boards' preferences for male administrators between those who are married and those who are not married, between

> those who have dependents and those who have no dependents, between married respondents whose husbands' occupations are of high socio-economic status and those whose husbands' occupations are of medium-low socio-economic status, between those who obtain a high score on the PRO scale and those who obtain a low score on the PRO scale, between those who obtain a high score on the SRO scale and those who obtain a low score on the SRO scale.

To test this hypothesis chi-square tests of significance were computed within each group on the following classifications: married/not married, dependents/no dependents, high socio-economic status/medium-low socio-economic status, high PRO/low PRO, high SRO/low SRO. Based on these classifications, chi-square analyses revealed no significant differences within the three sample groups.

The hypothesis was again extended to include the participants' personal preferences for men in supervisory positions.

Intra-group chi-square analyses revealed no significant differences within the administrative and random teacher group. The relationship between the SRO scale and preference for men in supervisory positions was statistically significant beyond the .05 level with respect to the matched group. The results of this analysis are presented in Table XXIX. Almost half of the participants who obtained high scores (traditional orientation) on the SRO scale preferred male authority figures whereas none of the participants who obtained low scores on the SRO scale held this preference.

The results do not sustain the main hypothesis 4.2. The extension to the hypothesis was upheld only within the matched teacher group where the hypothesized relationship between SRO scores and preference for male authority figures was sustained.

TABLE XXIX

CHI-SQUARE TEST OF SIGNIFICANCE BETWEEN HIGH SRO SCORES AND LOW SRO SCORES AND PREFERENCE FOR MEN IN SUPERVISORY POSITIONS WITHIN THE MATCHED[1] TEACHER GROUP

	High SRO		Low SRO	
	N	%	N	%
Prefer men in supervisory positions	7	43.8	0	0.0
No preference	9	56.3	10	100.0
Total	16	100.0	10	100.0

Chi-square corrected for continuity = 3.97* D.F. = 1

* Significant beyond the .05 level.

[1] "Undecided" responses have been omitted in the calculation of this table.

Hypothesis 4.3. This hypothesis stated:

> Within the matched and random teacher groups there are significant differences in the held beliefs regarding school boards' preferences for male administrators between those who have applied or intend to apply and those who have not applied and do not intend to apply for administrative appointments.

This hypothesis was also extended to include the participants' personal preferences for men in supervisory positions.

Chi-square tests of significance revealed no statistically significant differences within either teacher group with respect to beliefs concerning school boards' preferences and willingness to apply for administrative appointments. Neither was any statistically significant relationship established between personal preferences for male authority figures and willingness to apply for administrative appointments. Both the original hypothesis 4.3, and the extension, therefore, were not sustained.

III. DISCUSSION OF FINDINGS

Hypotheses Concerning Biographical Variables

A classification by marital status of the Alberta female teaching force in 1972 showed that almost 67 percent were married. (Alberta Teachers' Association, 1973:5) Thus the random group on this variable, came fairly close to being representative of the province. (Table XIV) There was, however, a significant difference between the random teacher group and the administrators with respect to marital status. In the administrative group less than 50 percent were married. This finding was supportive of the research reported by

Epstein (1970:96) that the incidence of unmarried women was greater among those "who rose to the top of their profession." For women who are not married, professional responsibilities do not have to compete with other role obligations of "wife" and "mother" -- roles which are traditionally regarded as full-time occupations. The difficulties presented by competing roles were commented upon by some women teachers. One teacher offered this explanation of her priority system:

> Most women in administrative positions have made their career their first or prime interest. I feel I have other interests (my home, my family) which take a great deal of my time now. This may change when I'm still older, but for now I don't see how I could combine all this and an administrative position; I'm not an exceptional person which you should be to do all this.

Another teacher commented:

> Many young, very capable women are passed up because of their own doing. They feel a stronger sense of obligations to their home and family than to some time-consuming administrative position.

Yet this relationship between marital status and unwillingness to apply for administrative positions was not sustained in the testing of Hypotheses 1.2 and 1.4. Neither marriage nor dependents of any age precluded women teachers from applying or intending to apply for administrative positions.

The last two hypotheses in this section suggested that married teachers' socio-economic status, based upon husbands' occupation, would differ between sample groups and within sample groups. The premise on which the hypotheses were based was that women whose husbands' occupations were of equivalent or higher socio-economic status than teaching would be more willing to either hold or apply for administrative appointments than women whose husbands' occupations were of lower socio-economic status than teaching. For women whose husbands' occupations were of equivalent or higher socio-economic status, the increased salary which results from an administrative appointment would not pose a threat to the family structure. Although the hypotheses were not sustained and no statistical differences were revealed, there was an intra-group tendency for the percentage of women willing to apply for administrative appointments to be greater in the high socio-economic groups than in the low socio-economic groups.

Hypotheses Concerning Professional Role Orientation

The analysis of the data revealed that statistically significant differences existed on the PRO scale between administrators and the random teacher group. This provided additional support for Hrynyk's finding of a positive relationship between higher status positions in the educational hierarchy and higher PRO scores (1966:210). However, the administrators in this study also differed significantly from the random teacher group with respect to years of teacher education. The intervening variable between status positions and PRO scores may well be teacher education. Although the administrators' mean score on the PRO scale was higher than the mean score of the control group of teachers matched with administrators on years of teacher education and teaching experience, this difference in mean scores was not statistically significant. Simpson and Simpson (1969:216) have remarked that strong enthusiasm is not typical of women teachers' attitude toward the profession but they do believe that "professional status and extensive training ... increase women's vocational commitment." Thus professional education rather than the status positions per se may account for the statistically significant differences between the administrators and the random teacher group on the PRO scale since these differences did not exist between the administrators and the matched teacher group.

Intra-group analysis with respect to marital status and PRO scores revealed no statistically significant differences. Neither was the direction of the difference the same in all groups. Married participants in the administrative group scored higher on the total PRO scale than did participants who were not married. The reverse of this was true for both the matched and random teacher groups.

Within each of the sample groups an analysis of the data provided some support for Bank's contention (1969:162) that teachers from a high socio-economic background tended toward a greater commitment to professional norms than teachers from a low socio-economic background. Within the administrative and matched samples, the high socio-economic groups obtained a significantly more professional score than the medium-low socio-economic groups on the PRO scale. Although not statistically significant, the mean score of the high socio-economic group within the random sample was higher than the mean score of the medium-low socio-economic group on the PRO scale. A possible explanation of this finding is that a married woman whose husband is a professional is more likely to work from choice rather than economic necessity. Financially secure, these women are in a position to arrange for many of their home responsibilities to be undertaken by paid help, thus leaving them more time and energy for professional interests.

The hypothesized relationship between willingness to apply for administrative positions and PRO scores was not sustained but there was a tendency for the mean scores of those willing to apply for administrative appointments to be higher than the mean scores of those who were not willing to apply for administrative appointments.

Hypotheses Concerning Sex Role Orientation

In the development of the theory underlying these hypotheses was the contention that women who held or who sought line positions would differ in their sex role orientation from those women who neither held them nor sought them. In addition, it was hypothesized that high PRO scores would be associated with less traditional definitions of the female role (i.e., low SRO scores).

No statistical differences were revealed among the sample groups but the random teacher SRO mean was the lowest of the three sample groups. This was in keeping with Schmidt's (1973:106) finding that age was strongly related to sex role attitudes, the younger age categories being more liberationist in orientation.

Table XXX contains the results of a correlational analysis between the SRO scores and PRO (total and subscales) scores within the administrative group. In this group the PRO and SRO total scores were negatively correlated (-.28) indicating that a low score on the SRO scale (a more liberationist orientation) was associated with a high score on the PRO scale. This correlation between the total PRO and SRO scores was not significant at the .05 level. However, the

TABLE XXX

ADMINISTRATIVE GROUP: CORRELATION MATRIX FOR SEX ROLE ORIENTATION SCORES AND PROFESSIONAL ROLE ORIENTATION SCORES (TOTAL AND SUBSCALES)

	SRO	(Total)	Knowledge	Service	Core-Org.	Col.-Prof.	Stud.-Aut.
SRO	-	-	-	-	-	-	-
PRO	-.28	-	-	-	-	-	-
Know.	-.36**	.56**		-	-	-	-
Serv.	-.26	.69**	.24	-	-	-	-
Core-Org.	-.14	.57**	.20	.08	-	-	-
Col-Prof.	-.01	.52**	.36**	.21	.06	-	-
Stud.-Aut.	.00	.50**	.01	.21	.17	.08	-

**Significant at the .01 level and beyond correlation of -.36 between the SRO scale and the PRO subscale of knowledge was significant at the .01 level. The more liberationist the sex role orientation, the greater the probability that a participant would obtain a high score on the knowledge subscale of the PRO scale.

A correlational analysis between SRO scores and PRO (total and subscales) scores for the matched teacher group is presented in Table XXXI. The correlation between SRO scores and PRO scores, either total or subscales, was not statistically significant in this sample group.

Presented in Table XXXII is a correlational analysis between SRO scores and PRO (total and subscales) scores for the random teacher group. The negative correlation of -.14 between sex role orientation scale scores and the PRO total score was not statistically significant at the .05 level but a correlation of -.33 between SRO scores and the PRO subscale of Colleague-Professional was statistically significant beyond the .05 level. In addition, the correlation of -.46 between SRO scores and the PRO subscale of Student-Autonomy was statistically significant beyond the .01 level. In the random teacher group, then, a more liberationist sex role orientation was associated with higher scores on two of the PRO subscales.

Within the random teacher group, those who were willing to apply for administrative positions had a statistically significantly lower SRO score denoting a more liberationist sex role orientation, than those participants who were not willing to seek such positions.

TABLE XXXI

MATCHED TEACHER GROUP: CORRELATION MATRIX FOR SEX ROLE ORIENTATION SCORES AND PROFESSIONAL ROLE ORIENTATION SCORES (TOTAL AND SUBSCALES)

	SRO	(Total)	Know-ledge	Service	Core-Org.	Col.-Prof.	Stud.-Aut.
SRO	-	-	-	-	-	-	-
PRO	.22	-	-	-	-	-	-
Know.	.23	.63**	-	-	-	-	-
Service	.23	.75**	.38**	-	-	-	-
Core-Org.	.12	.49**	.19	.14	-	-	-
Col.-Prof.	.16	.70**	.32*	.34*	.29*	-	-
Stud.-Aut.	.09	.51**	.12	.27	-.06	.26	-

* Significant at the .05 level and beyond

** Significant at the .01 level and beyond

TABLE XXXII

RANDOM TEACHER GROUP: CORRELATION MATRIX FOR SEX ROLE ORIENTATION SCORES AND PROFESSIONAL ROLE ORIENTATION SCORES (TOTAL AND SUBSCALES)

	SRO	PRO (Total)	Knowledge	Service	Core-Org.	Col.-Prof.	Stud.-Aut.
SRO	-	-	-	-	-	-	-
PRO	-.14	-	-	-	-	-	-
Know.	.22	.61**	-	-	-	-	-
Service	.12	.66**	.43**	-	-	-	-
Core-Org.	.05	.72**	.29	.28	-	-	-
Col.-Prof.	-.33*	.53**	.14	.18	.25	-	-
Stud.-Aut.	-.46**	.51**	.05	.02	.26	.23	-

* Significant at the .05 level and beyond

** Significant at the .01 level and beyond

Hypotheses Concerning Beliefs

Analysis of the data revealed no statistically significant differences between the groups as to beliefs concerning the preferences of school boards for male administrators. Women administrators appeared to be a little more convinced than other groups of school boards' open and unbiased policies toward them. Just under 20 percent of the administrators believed that men were preferred by school boards and this percentage dropped to 11 percent for the random teacher group. Asper, (1974:88) in a study of women teachers and administrators in Manitoba, reported similar findings. In response to the item, "A school board will encourage male teachers rather than female teachers to apply for administrative positions," 68 percent of teachers either agreed or strongly agreed with the statement. This was also true of 55 percent of women administrators.

When the main hypothesis was extended to include the participants' preferences for male authority figures, only within the matched sample group did one of the hypothesized relationships prove to be statistically significant. In this group a relationship was established between SRO scores and preferences for male authority figures. Forty-three percent of those with traditionalist SRO scores preferred men in supervisory positions whereas all those with liberationist SRO scores expressed no preference.

SUMMARY

The concern of this chapter was an analysis of the information gathered by the questionnaire.

With respect to the background variables of teacher education, teaching experience and age, there was a statistically significant difference between the random teacher group and the other two sample groups.

In addition to the background variables differences were hypothesized on the following: (1) marital status, (2) dependents, (3) socio-economic status, (4) PRO scores (total scores and subscales), (5) willingness to spend additional time on the administrative task, (6) SRO scores, (7) beliefs with respect to school boards' preferences for male administrators, and (8) personal preferences for male administrators. In Figures 1-4 check list matrices are presented showing the hypothesized differences which were supported by the data. Statistically significant differences among the groups were revealed with respect to: (1) marital status, (2) PRO scores (totals and the subscales of service and colleague-professional), and (3) willingness to spend additional time on the administrative task.

Although the random group differed significantly from the administrators on the PRO total scale and the subscales of service and core-organization, there were no statistically significant differences between administrators and the matched teacher group on these variables.

FIGURE I

INTER-GROUP AND INTRA-GROUP SUMMARY OF FINDINGS ACCORDING TO BIOGRAPHICAL VARIABLES

	Marital Status (H1.1)	Marital Status and Applicatation (H1.2)	Dependendents (H1.3)	Dependents and Application (H1.4)	S.E.S. (H1.5)	S.E.S. and Application (H1.6)
Marital Status (H1.1)	✓					
Marital Status and Application (H1.2)		N.S.				
Total No. with Dependents (H1.3)			N.S.			
Dependents and Application (H1.4)				N.S.		
S.E.S. (H1.5)					N.S.	
S.E.S. and Application (H1.6)						N.S.

✓ Indicative of significant inter-group differences at the .05 level or beyond.

N.S. Not significant at the .05 level or beyond.

FIGURE 2

INTER-GROUP AND INTRA-GROUP SUMMARY OF

FINDINGS ACCORDING TO PRO SCORES

	PRO Total (H2.1)	PRO 1 (H2.1)	PRO 2 (H2.1)	PRO 3 (H2.1)	PRO 4 (H2.1)	PRO 5 (H2.1)	Time (H2.1)	PRO Total and Marital Status (H2.2)	PRO Total and Dependents (H2.2)	PRO Total and S.E.S. (H2.2)	PRO Total and Application (H2.3)
PRO Total (H2.1)	✓										
PRO 1 Know. (H2.1)		N.S.									
PRO 2 Serv. (H2.1)			✓								
PRO 3 Core-Org (H2.1)				✓							
PRO 4 Col-Prof (H2.1)					N.S.						
PRO 5 Stud-Aut. (H2.1)						N.S.					
Time (H2.1)							✓				
PRO Total and Marital Status (H2.2)								N.S.			
PRO Total and Dependents (H2.2)									N.S.		
PRO Total and S.E.S. (H2.2)										A/M	
PRO Total and Application (H2.3)											N.S.

✓ Indicative of significant inter-group differences at the .05 level or beyond

N.S. Not significant at the .05 level or beyond

A Indicative of significant intra-group differences within the administrative group at the .05 level or beyond.

M Indicative of significant intra-group differences within the matched group at the .05 level or beyond

FIGURE 3

INTER-GROUP AND INTRA-GROUP SUMMARY OF FINDINGS ACCORDING TO SRO SCORES

	SRO (H3.1)	SRO and Marital Status (H3.2)	SRO and Dependents (H3.2)	SRO and S.E.S. (H3.2)	SRO and PRO Total (H3.2)	SRO and Application (H3.3)
SRO (H3.1)	N.S.					
SRO and Marital Status (H3.2)		A				
SRO and Dependents (H3.2)			N.S.			
SRO and S.E.S. (H3.2)				A/R		
SRO and PRO Total (H3.2)					A	
SRO and Application (H3.3)						R

N.S. Not significant at the .05 level or beyond

A Indicative of significant intra-group differences within the administrative group at the .05 level or beyond

R Indicative of significant intra-group differences within the random group at the .05 level or beyond

FIGURE 4

INTER-GROUP AND INTRA-GROUP SUMMARY OF FINDINGS ACCORDING TO BELIEFS

	Beliefs (H4.1)	Beliefs and Marital Status (H4.2)	Beliefs and Dependents (H4.2)	Beliefs and S.E.S. (H4.2)	Beliefs and PRO Total (H4.2)	Beliefs and SRO Total (H4.2)	Beliefs and Application (H4.3)
Beliefs (H4.1)	N.S.						
Beliefs and Marital Status (H4.2)		N.S.					
Beliefs and Dependents (H4.2)			N.S.				
Beliefs and S.E.S. (H4.2)				N.S.			
Beliefs and PRO Total (H4.2)					N.S.		
Beliefs and SRO (H4.2)						N.S.	
Beliefs and Application (H4.3)							N.S.

N.S. Not significant at the .05 level or beyond

While there were no statistically significant inter-group differences on the SRO scale, there was a statistically significant difference beyond the .01 level, within the random teacher group, between those who were willing to apply for administrative positions and those who were not willing to do so. Willingness to make application was associated with a liberationist sex role orientation score. This difference in sex role orientation scores was not statistically significant within the matched teacher group.

There were no inter-group differences with respect to school boards' preferences for male administrators or regarding participants own preferences for male administrators.

The hypotheses that were tested in this study have been presented and discussed in this chapter. The statistical conclusions were made with the .05 level of significance as the criterion.

CHAPTER V

ANALYSIS OF THE INTERVIEW DATA

This chapter has been divided into two sections: (1) a description of the participants' responses to the interview schedule and (2) a discussion of the findings.

I. DESCRIPTION OF THE FINDINGS

Ten participants, five with "traditionalist" sex role orientations and five with "liberationist"sex role orientations were selected from each of the three sample groups. The purposive, numerically equal selection of participants who obtained high and low scores on the SRO scale was designed to control for the effect that sex role orientation might have on responses. However, intra-group chi-square tests of significance between those who were "traditionalist" and those who were "liberationist" revealed no significant differences on any of the variables included in the analysis of the interview data.

The interviews varied in length and ranged from approximately twenty minutes to approximately two hours. In general, the reaction to the research project was friendly and cooperative. Despite the use of a tape-recorder, most participants appeared to answer readily and frankly. Only the responses to the questions on the interview schedule were recorded, transcribed and consciously used in the data analysis.

A summary for each sample group showing the allocation of participants' responses to categories is presented in Appendix C, immediately preceding the transcripts. Using the imposed response categories, frequency distributions of the responses from administrators, matched and random teacher groups to each item on the interview schedule are presented in Table XXXIV. Since no attempt was made to compensate for missing data, the N's vary from item to item.

Socialization and Career Choice

Items 1, 2, and 3. These items requested information concerning the economic employment of the participants' mothers during childhood and adolescence. Of the administrators, one had a mother who was in paid employment outside the home. However, this mother did not return to the labour force until the participant was in high school. The matched teacher group had the highest number of participants (four) who reported mothers who were in paid employment and the random teacher group had three such participants.

It was true of all groups that of those mothers who were in paid employment, most were employed in "traditionally female" type occupations. In all cases the participants indicated that the primary reason for their mothers' employment was financial necessity. As one teacher said, "We never questioned it."

Item 4 was concerned with parental expectations for participants. Most responses were very general in nature and it was difficult to impose meaningful categories. For example, some said that their parents stressed the utility of education. For a few, education appeared to be an end in itself but for most it was a means to an end -- financial independence or to have a career "if a husband died or deserted or something like that."

TABLE XXXIII

FREQUENCY DISTRIBUTION OF RESPONSES TO INTERVIEW SCHEDULE USING IMPOSED RESPONSE CATEGORIES

Item	Administrators N	Matched N	Random N	Total
1. Did your mother work outside the home?				
i. Yes	1	4	3	8
ii. No	9	6	7	22
Total	10	10	10	30
2. Type of mother's occupation:				
i. Teacher	0	2	1	3
ii. Nurse	1	0	0	1
iii. Secretary	0	0	2	2
iv. Other	0	2	0	2
Total	1	4	3	8
3. Why employed?				
i. Financial	1	3	3	7
ii. Other	0	1	0	1
Total	1	4	3	8
4. Parental expectations:				
i. Not made clear	5	4	4	13
ii. Education	4	5	5	14
iii. Other	1	1	1	3
Total	10	10	10	30

TABLE XXXIII (Continued)

Item	Administrators N	Matched N	Random N	Total
5. Reasons for career choice:				
i. Restricted opportunity	0	5	3	8
ii. Finance	3	1	1	5
iii. Vocation for teaching	3	3	3	9
iv. Parents wanted it	2	1	1	4
v. Reason not clear/no response	2	0	2	4
Total	10	10	10	30
6.1 Would you change from teaching?				
i. Yes	2	4	5	11
ii. No	5	4	3	12
iii. Perhaps	3	2	2	7
Total	10	10	10	30
6.2 Reasons for changing:				
i. Salary	0	0	0	0
ii. Job pressures	1	3	1	5
iii. New challenge	4	2	1	7
iv. Other	0	1	4	5
Total	5	6	6	17
7.1 Would you want a teenage daughter to go into teaching?				
i. Yes	8	3	4	15
ii. No	1	3	2	6
iii. Perhaps	1	4	4	9
Total	10	10	10	30

TABLE XXXIII (Continued)

Item	Adminis-trators N	Matched N	Random N	Total
7.2 Teaching as a lifelong career for daughter:				
i. Yes	5	0	0	5
ii. No	2	3	5	10
iii. Undecided	1	0	0	1
iv. Make own decision	2	5	5	12
Total	10	8	10	28
8. How much career opportunity is there today for a beginning teacher as compared with five years ago?				
i. Less	3	4	6	13
ii. More	3	2	3	8
iii. Same	3	4	0	7
Total	9	10	9	28
9. Do you think that there exists in society generally a stereotyping of men and women as having certain ascribed characteristics?				
i. Yes	9	7	9	25
ii. No	1	2	0	3
iii. Undecided/Don't know	0	1	1	2
Total	10	10	10	30
10. Truth to the stereotyping:				
i. Yes	4	5	5	14
ii. No	6	5	3	14
iii. Undecided	0	0	2	2
Total	10	10	10	30

TABLE XXXIII (Continued)

Item	Administrators N	Matched N	Random N	Total
11. Need for change:				
i. Yes	9	6	7	22
ii. No	0	2	2	4
iii. Undecided/Don't know	1	1	1	3
Total	10	9	10	29
12. Are sex role definitions changing?				
i. Yes	8	9	9	26
ii. No	0	0	0	0
iii. Undecided/Don't know	2	1	1	4
Total	10	10	10	30
13. Do most married female teachers accept the primary responsibility for the home?				
i. Yes	8	9	9	26
ii. No	2	1	0	3
iii. Undecided	0	0	1	1
Total	10	10	10	30
14. Is the responsibility accepted willingly?				
i. Yes	7	8	6	21
ii. No	2	1	2	5
iii. Undecided	0	1	2	3
Total	9	10	10	29

TABLE XXXIII (Continued)

Item	Administrators N	Matched N	Random N	Total
15.1 Main source of satisfaction for women teachers:				
i. School	0	0	3	3
ii. Outside of school	5	3	4	12
iii. Balance of the two	4	7	0	11
iv. Distinction between married/not married	1	0	1	2
v. Don't know	0	0	2	2
Total	10	10	10	30
15.2 Main source of satisfaction for men teachers:				
i. School	6	4	4	14
ii. Outside school	1	3	3	7
iii. Balance of the two	3	3	2	8
iv. Distinction between married/not married	0	0	0	0
v. Don't know	0	0	0	0
Total	10	10	9	29
15.3 Main source of satisfaction for all respondents:				
i. School	5	2	0	7
ii. Outside of school	0	2	5	7
iii. Balance of the two	5	6	4	15
Total	10	10	9	29
16. Worked in a school with a woman principal:				
i. Yes	2	1	0	3
ii. No	8	9	10	27
Total	10	10	10	30

TABLE XXXIII (Continued)

Item	Adminis-trators N	Matched N	Random N	Total
Item 17 omitted because of the small number of participants who were able to provide ratings. The item asked for a comparison of the ability of the woman principal as an administrator with men in similar positions.				
18.1 Are women considered seriously for positions in the educational hierarchy?				
i. Yes	6	3	3	12
ii. No	4	7	6	17
iii. Undecided	0	0	1	1
Total	10	10	10	30
18.2 Are they given serious consideration for the following positions:				
Assistant Principal (Elementary)				
i. Yes	9	10	8	27
ii. No	1	0	2	3
Total	10	10	10	30
Principal(Elementary)				
i. Yes	8	5	5	18
ii. No	1	5	3	9
iii. Undecided	1	0	2	3
Total	10	10	10	30
Principal(Junior High)				
i. Yes	1	0	1	2
ii. No	7	8	8	23
iii. Undecided	2	2	1	5
Total	10	10	10	30

TABLE XXXIII (Continued)

Item	Administrators N	Matched N	Random N	Total
18.2 (Continued)				
Principal(High School)				
i. Yes	0	0	1	1
ii. No	10	10	8	28
iii. Undecided	0	0	1	1
Total	10	10	10	30
Supervisor				
i. Yes	8	3	2	13
ii. No	2	7	8	17
iii. Undecided	0	0	0	0
Total	10	10	10	30
Director				
i. Yes	3	2	1	6
ii. No	6	8	8	22
iii. Undecided	1	0	1	2
Total	10	10	10	30
Superintendent				
i. Yes	1	0	0	1
ii. No	9	10	8	27
iii. Undecided/Don't Know	0	0	2	2
Total	10	10	10	30
19. Answers given to Item 18 were based on:				
i. Experience/Observation	9	7	8	24
ii. Other	0	3	2	5
Total	9	10	10	29

TABLE XXXIII (Continued)

Item	Administrators N	Matched N	Random N	Total N
20.1 Reaction to being asked to apply:				
i. Surprised/Pleased	2	5	6	13
ii. Other	4	3	1	8
Total	6	8	7	21
20.2 Would apply:				
i. Yes	4	1	3	8
ii. No	2	6	3	11
iii. Perhaps	3	1	0	4
Total	9	8	6	23
21. School A is an elementary school serving a middle class community in an urban area. No child lives more than six blocks from the school. Parents have been told that children must go home for lunch since there is no supervision of children during the noon hour. Any child bringing lunch to school is sent home with a courteous but firmly worded note from the principal.				
i. Man	6	5	1	12
ii. Woman	1	3	5	9
iii. Either	3	2	4	9
Total	10	10	10	30

TABLE XXXIII(Continued)

Item	Adminis-trators N	Matched N	Random N	Total
22. School B is an elementary school serving a very similar community to School A. Here too children are discouraged from bringing lunch. However, when the problem arises and children do bring their lunch, they are allowed to remain in an empty classroom adjacent to the staffroom.				
i. Man	0	2	2	4
ii. Woman	3	2	0	5
iii. Either	6	6	8	20
Total	9	10	10	29
23. Main duties of a school administrator:				
i. Curriculum	4	0	0	4
ii. Provide leadership	3	1	0	4
iii. Public Relations	0	2	1	3
iv. Routine tasks	0	6	7	13
v. Other	2	1	2	5
Total	9	10	10	29
24. Does administration appeal to you?				
i. Yes	10	1	4	15
ii. No	0	9	4	13
iii. Undecided	0	0	2	2
Total	10	10	10	30

TABLE XXXIII (Continued)

Item	Administrators N	Matched N	Random N	Total
25. (Administrators) Why did you apply for an administrative position?				
i. Someone suggested it	6	-	-	6
ii. Wished to widen sphere of educational influence	2	-	-	2
iii. Desired challenge	1	-	-	1
iv. Ability to do the job	1	-	-	1
Total	10	-	-	10
25. (Teacher groups) Why have you not applied for an administrative position?				
i. Lacked teaching experience	-	1	1	2
ii. Job not attractive	-	4	0	4
iii. Felt there was little opportunity	-	1	0	1
iv. Interested in present job	-	2	3	5
v. Other	-	2	5	7
Total	-	10	9	19
26. (Administrators) What factor influenced you most in making your decision to apply?				
i. Suggestion to do so	5	-	-	5
ii. Interest in total school program	2	-	-	2
iii. Workload of marking	1	-	-	1
iv. Wanted to work with adults & children	1	-	-	1
v. Challenge	1	-	-	1
Total	10	-	-	10

TABLE XXXIII(Continued)

Item	Administrators N	Matched N	Random N	Total
26. (Teacher Groups) What factor influenced you most in making your decision?				
i. Lack of interest	-	4	1	5
ii. Too much pressure associated with administration	-	2	0	2
iii. Interested in present job	-	2	3	5
iv. Family	-	1	1	2
v. Other	-	1	2	3
Total	-	10	7	17

It seemed equally true of all groups that for most participants rather more emphasis was placed on preparation for paid work than marriage but whether the job was intended to be a lifetime occupation was more doubtful. One of the matched teacher group explained:

> It was never very definite. I know my father told me one time that he didn't think that girls need to go to university which was probably the reason I was determined I was going to get there.

The frequently differing expectations of parents as to a career was commented on in all of the groups. Sometimes the encouragement toward a career orientation was perceived as having come from the mother. An administrator commented:

> My mother certainly expected me to do exactly the same as the boys in the family, if not more. My father, his opinions as to my career were probably typical of all men at that time...he provided the money... It was not all that important to him, I don't think. My mother definitely stressed career. My father...marriage was very important.

A very similar observation was made by a teacher in the matched teacher group:

> My mother wanted me to be better educated than she was. My father was a member of the old school...he didn't think more education was necessary for girls.

However,fathers were not always seen as tradition bound. Sometimes they provided the incentive for continuing education. Speaking of her father's attitude toward the education of his daughters, one teacher in the random sample said, "I can honestly say that it was at the time when only boys were to be educated but my father felt that girls should have the same amount of education."

Item 5 sought reasons for the choice of teaching as a career. Restricted career opportunities, limited financial resources, and parental pressure accounted for half of the participants in the administrative and random teacher groups and seven out of the ten participants in the matched teacher group.

Administrators and participants in the matched teacher group were apt to explain the lack of career opportunity as a function of their age:

> In a small community, at the time that I grew up, there were not so many opportunities as there are now-- so pharmacy or teaching or something like that.

Yet teachers in the random group who were considerably younger and made their career choices in the sixties did not appear to have encountered a great many more career opportunities. This was one young teacher's response as to why she chose teaching:

> When I was in high school I wanted to go to university. There was absolutely no guidance counsellor...I didn't know what I was doing at all but I went to university and I majored in sociology which I enjoyed...but when I was graduating I didn't know what to do. I had no one to ask and I looked around for work but I couldn't get a job so I thought I'd try teaching since I knew I could get a job there and if I didn't like it, I could always leave it.

Another young teacher was equally candid:

> You want the honest truth? O.K. First of all I took a B.A. in Political Economy....so I was wondering what the devil can I go into? and I had never wanted to go into teaching, never, never, never! But I chose that not because I liked kids, not in the least-- as a matter of fact I detested them-- but because it gave equal pay to males and females. And later on, my first year, I really liked the kids and I liked teaching.

The return on the financial investment of a year of teacher training was alluded to by a number of participants. Five participants (three in the administrative group and one in each of the teacher groups) focused on the cost benefit aspects of their career choice. This was perhaps best summarized by a teacher in the matched group who responded, without hesitation, to the question as to why she had made teaching her career choice, "It was purely economic -- the one year teacher training was the greatest security at the least cost."

Those who reported that teaching was their first career choice accounted for a little less than one third (nine) of all participants. The number was distributed evenly throughout the three groups.

Item 6. This item sought the reaction of participants to an opportunity to change from teaching without any loss of salary or status.

An examination of the transcripts in Appendix C shows that: (1) several participants who chose teaching as a career through force of circumstances rather than their own volition were adamant that they would not change from teaching as a career, and (2) not all participants for whom teaching was their first career choice were certain that they would remain within the profession if they had the opportunity to leave it.

Despite the fact that teaching had not always been their first career choice, 12 participants (40 percent) were sure that they would not change from teaching. The administrative group had the highest number of participants (five) who expressed their satisfaction with teaching as a career choice. In the matched and random teacher groups there were four and three participants respectively who would not change from teaching were they offered the opportunity to do so.

The professional pressures which accompany teaching were mentioned by participants in each of the three sample groups but the most common reason given for changing careers in both the administrative and matched sample groups was the prospect of a new challenge. One administrator described it this way:

> I might...I love teaching and I love my job... I tend to find that there is not enough challenge left in it and if I could get into a different job with the same pay...I would be tempted because occasionally, I must admit, I'm getting bored....

This underlying frustration with teaching was alluded to in various ways. One teacher in the matched teacher group responded to the question by saying:

> Yes, I think I would if I could find something...I have been trying to think of something for several years that I could do other than teaching...but I don't know what to do...I really get fed up with teaching sometimes and I would like to try something else.

Although the prospect of a new challenge was mentioned in the random sample group it did not receive quite as much emphasis as in the other two groups. There was a tendency in this group for answers to be briefer and more decided. Given the opportunity to pursue another career, participants mentioned journalism, foreign languages, food management and nursing as being in keeping with their individual interests and, in most cases, their original career choices.

Item 7. The item sought the reaction of participants to a teenage daughter making teaching her career choice. Administrators were twice as likely as the participants in other groups to definitely approve of this career choice. One administrator remarked, "I think it is a marvellous thing for a young person to have that teaching certificate, especially a young lady."

Half the administrators expressed a willingness for a daughter to make teaching a lifelong career while participants in other groups were either decidedly against this or would leave it for the daughter to decide. Reasons given for not wanting a daughter to remain in teaching for a lifetime varied from the amount of stamina that teaching required to the lack of challenge in teaching after a period of time.

Item 8. Administrators were the least pessimistic of the three sample groups with respect to career opportunities for beginning teachers. Only three administrators perceived less career opportunities today compared with five years ago whereas four participants in the matched teacher group and six in the random teacher group held this view. The main reasons given for pessimism were restricted educational budgets and shrinking school enrollments.

The number of participants who saw more career opportunities for beginning teachers today than five years ago was approximately the same in all three groups -- three in both the administrative and random sample groups and two in the matched teacher sample group. Increasing specialization was thought by some to be responsible for the opening up of new career opportunities while others mentioned Women's Liberation with its focus on career opportunities for women as contributing to a generally improved climate for women teachers.

Social Change and Sex Roles

Items 9, 10, 11 and 12. These items sought information on perceptions as to masculine and feminine stereotyping.

Although the majority of participants in all groups did believe that sex stereotyping of characteristics existed, (Item 9) opinion was divided within all three groups as to how much truth there was to this kind of stereotyping. (Item 10)

Administrators were almost unanimous in their belief that there was a need for change in stereotyped masculine and feminine behaviour. This was also true of seven participants in the random teacher group and six participants in the matched teacher group. Asked whether they believed that sex role definitions were, in fact, changing, most participants in all groups, including those who believed that there was no need for change, agreed that they were indeed changing.

Items 13, 14. Perceptions of the participants were sought as to whether married female teachers accepted the main responsibility for the home. Nearly all participants in each of the groups believed this to be true. (Item 13) There was less consensus as to whether this responsibility was always willingly accepted. (Item 14) This was particularly true of the random teacher group where four participants expressed doubts that this responsibility was taken on willingly.

Item 15. This item asked participants their opinions as to whether career related activities or non-career related activities provided the greatest source of life satisfaction for: (1) women teachers in general, (2) men teachers in general, and (3) the participants themselves.

Three participants in the random teacher group thought that the teaching profession provided women teachers in general with their main source of life satisfaction but no participants in either the administrative or matched sample groups believed this to be true. One administrator made a distinction between teachers who were married and those teachers who were not married:

> I think a lot of married women would overemphasize or overbalance the life at home and I think the ones who lean a little bit toward their careers are the single ones...although there are exceptions in both cases.

In contrast with their opinions with respect to women teachers and the satisfaction or self-fulfillment derived from their careers, administrators were the most likely of the three groups to think that men were career orientated. However, they did not necessarily believe that this career involvement on the part of male teachers was true dedication in a professional sense. One administrator responded to the question by saying:

> I would say...that a great many of them work hours and hours beyond...whether this is ambition to get ahead or true interest in their work, I don't know....

Although four participants in each of the teacher groups throught that men derived their greatest source of life satisfaction from their careers, many participants did not perceive any differences in career orientations between men and women teachers. Typical of this perspective was the teacher in the matched group who said, "Many are like women...it's both. It depends on how ambitious they are."

Asked whether their careers or their non-professional activities provided participants with their greatest source of self-fulfillment, five administrators replied that it was their careers. This compared with two participants in the matched teacher group and none in the random teacher group. Professional dedication was frequently explained by participants in terms of their lack of family responsibilities in that they were either not married or their children were adults and no longer dependent upon them.

Women in Administration

Items 16, 17. Item 16 requested factual information as to whether the participants had ever worked in a school with a woman principal. Item 17 requested a comparison between the woman principal and men in similar positions. Due to the small number of participants who had experienced working for a woman principal -- two administrators and one in the matched teacher group -- this item was omitted from the frequency distribution table.

Item 18. This item was concerned with the perceptions of participants as to the seriousness of the consideration given to women applicants by selection committees for positions in the educational hierarchy.

In response to a general question (18.1) as to how much consideration women applicants were given, administrators were twice as likely as participants in the teacher groups to believe that women were considered seriously for administrative appointments. However, when this problem was examined by levels in the educational hierarchy (18.2), this difference between administrators and teacher groups was not so clearly marked.

An examination of the summary of responses shown in Table XXXIV reveals that answers to the question concerning the consideration given to applications from women were dependent upon the position under study. For the position of assistant principal in an elementary school, 27 of the 30 participants (the exception being one administrator and two teachers in the random teacher group) agreed that women were seriously considered. The number of participants who believed that applications from women were seriously considered dropped to one for the positions of high school principal or superintendent.

The teacher who felt that all positions were open to her placed her faith in hard work and qualifications as the determinants of success:

> I just have to continue to believe that in each of these positions that if you have the qualifications, work hard and have something definite to contribute...that you have to be considered. I cannot allow myself to think otherwise.

The frequency distribution of responses illustrates that this viewpoint was not widely shared. The positions in the upper hierarchy were frequently perceived as "reserved" for men. As one administrator described it, "There just aren't enough jobs to go round so they are not wasting them on women."

Despite the numbers who did not see all positions as being open to women applicants, a few saw the climate as improving or likely to improve.

> I think it has improved...people are looking at qualifications of people...if they have the qualifications then they are looking at them in terms of being able to fit into a job. However, I do feel...it's the same as the negro/white problem...that maybe you have to do a little better than a man might have to do.

Another participant expressed it this way:

> I think there is pressure to consider them [women] more seriously but whether it is having that much effect...it is going to change and very soon but right now....

In general, chi-square tests of significance revealed no significant differences between the sample groups in beliefs regarding the avilability of positions to women applicants. However, there was a statistically significant difference between the administrators and the random teacher group in their belief that women were considered seriously for positions as supervisors. The results of this analysis are presented in Table XXXV.

Item 19 asked on what the participants based their opinion as to whether or not positions were equally available to women as well as men, the most common replies were observation and experience. Typical of such responses were:

"I suppose partly on statistics of what you see and partly from hearsay...."

"Just whether there are any or not...."

"Look around you...it's proved."

"You can't help but see what is happening."

Item 20 Questioned as to their reaction to an invitation to apply for an administrative position, many participants in the teacher groups said that they would react with surprise and/or pleasure. This was certainly not true of all participants some of whose reaction might be more accurately described as surprised and hostile. One participant in the matched teacher group responded by saying, "...I'd think, 'What ulterior motive do you have?'"

Administrators, somewhat more cautious in their approach, were inclined to delay a decision until more information could be obtained. On the other hand, only two administrators stated definitely that they would not accept the invitation to apply compared with six participants in the matched teacher group and three in the random teacher group.

TABLE XXXIV

COMPARISON OF BELIEFS CONCERNING THE AVAILABILITY OF POSITIONS AS SUPERVISORS BETWEEN ADMINISTRATORS AND TEACHERS(RANDOM)

	Adminis- trators		Teachers (Random)		Total	
Item 18.2	N	%	N	%	N	%
Serious consideration is given to applications from women for positions as supervisors	8	80.0	2	20.0	10	50.0
Serious consideration is not given to applications from women for positions as supervisors	2	20.0	8	80.0	10	50.0
Total	10	100.0	10	100.0	20	100.0

Chi-square corrected for continuity = 5.00 D.F. = 1 P. = .0278*

* Significant beyond the .05 level of significance

Stereotyping

Items 21, 22. These items were designed to gain an impression of what characteristics participants would ascribe to male and female administrators. The following two anecdotes were read to them and their comments invited:

> (Item 21) School A is an elementary school serving a middle class community in an urban area. No child lives more than six blocks from the school. Parents have been told that children must go home for lunch since there is no supervision of children during the noon hour. Any child bringing lunch to school is sent home with a courteous but firmly worded note from the principal.
>
> (Item 22) School B is an elementary school serving a very similar community to School A. Here too children are discouraged from bringing lunch. However, when the problem arises and children do bring their lunch, they are allowed to remain in an empty classroom adjacent to the staffroom.

Many participants appeared amused by these items. One responded by saying, "I don't stereotype like that...but I know you expect an answer so..." Therefore the responses may have resulted, in some cases at least, more from a good-natured desire to cooperate with the research project rather than any conviction that it was possible to determine from the anecdotes the sex of the principal.

With respect to Item 21, six out of ten administrators identified the sex of the principal as male as did five of the matched teacher group and one of the random teacher group. The reasons for this varied considerably. The most common reason was that men were judged to be lacking in empathy and "a woman might put herself in the position of some other women." Others based their judgement upon experience. Typical of such responses was "Male because in every school I've been that's the way they operate." Still others ascribed "fairness" to male principals and the principal in School A had acted "fairly" by treating all students alike.

Only one administrator thought that the principal in School A was likely to be a woman compared with three participants in the matched teacher group and five in the random teacher sample. Again the reasons for this choice were diverse. Women were seen as insightful and "would know when parents were pulling a fast one." Others suggested that it was a woman because a woman would be considerate -- considerate toward the staff. Another thought it was a woman because "women tend to be more dictatorial." This teacher hastened to add that this opinion was not based upon experience but upon hearsay.

Participants were unwilling to stereotype with regard to the conduct of the principal in School B and most of them expressed the conviction that it could be either a man or a woman. Those who identified the principal as a man did so for a variety of reasons ranging from "That sounds like a man...sloppiness" to "A man...I don't know...they are sometimes more feeling..." Where the principal was identified as a woman, the reason given was the more empathetic nature of women.

In general, then, these items failed to elicit any clear stereotype of either the male or female administrator.

Item 23. Important differences were revealed by this item with respect to the way in which participants described the task of the school administrator. Whereas administrators defined their work in terms of educational leadership and supervision of curriculum, teachers were more likely to view administration as time spent on routine tasks such as "paper work, discipline, timetabling and things like that."

Item 24. In light of the differing perceptions between administrators and teachers of the administrative task elicited by Item 23, it was not surprising to find differences between the groups in the appeal of the administrative task. A chi-square test of significance revealed a statistically significant difference between administrators and teachers in the matched teacher group on this variable. The results of this analysis are presented in Table XXXV .

Application/Non-Application

Item 25. Administrators were asked what prompted them to apply for administrative positions. In the majority of cases (six) they had been encouraged to do so by someone else - a principal, a supervisor or a superintendent.

A variety of reasons were offered by teachers in both the matched and random groups as to why they had not applied for administrative appointments. For the matched group the most common reasons given were that administration did not appeal to them and that they were interested in their present positions. Three of the participants in the random sample gave interest in their present positions as the reason for non-application. One participant mentioned lack of experience, another lack of interest in "straight administration" and another that she had not enjoyed teaching. Two teachers in this group did mention an awakening interest in administration. Family responsibilities were also mentioned.

Item 26. The last item was concerned with the most important

TABLE XXXV

COMPARISON OF THE APPEAL OF THE ADMINISTRATIVE TASK BETWEEN ADMINISTRATORS AND TEACHERS(MATCHED)

Does administration appeal to you?	Administrators		Matched		Total	
	N	%	N	%	N	%
Yes	10	100.0	1	10.0	11	55.0
No	0	0.0	9	90.0	9	45.0
Total	10	100.0	10	100.0	20	100.0

Chi-square corrected for continuity = 12.929   P. = .001**

** Significant at the .01 level

factor which influenced participants to either apply or not to apply for administrative appointments.

Within the administrative group, half of the participants considered that the suggestion from some authority figure in the school system was the most decisive factor. Such comments as "Well, I had never even thought about it until he talked to me..." or "I guess I come from an old school...we don't say 'Hey, look at me.' We wait until someone comes." illustrate how important these informal suggestions were upon participants. Their wish to be involved in a total school program, and the challenge offered by administration was among the factors pinpointed by administrators as being the most influential in the making of career decisions.

Lack of interest in the administrative task was expressed by four teachers, two of whom held staff positions, in the matched teacher group. Liking for their present positions, the pressures attached to administration and a dislike of organizing adults accounted for five more participants within this group while the demands of family life was given as the most important reason by one teacher.

Only one teacher in the random group expressed lack of interest in "straight administration" and this participant had applied for other positions in keeping with her individual professional interests. Two others mentioned their intention to apply for administrative positions. Of these two, one was a Curriculum Associate which was "considered the first step". One participant said that "fatigue with classroom routine" would be the overriding factor. Three other teachers expressed their contentment with their present positions. As in the matched group, the pressures of family life ruled out the possibility of an administrative position for one participant.

It is perhaps worthy of mention that despite a widespread belief that women teachers accept the major responsibility for the home, conflict between professional and homemaker roles was given by a very small number of participants as the reason why they were unwilling to apply for administrative positions.

II. DISCUSSION

Career Orientation

It appeared equally true of all groups that participants grew up surrounded by traditional female models. In the small number of cases where it did occur, participation in the labour force by their mothers was restricted to typically female occupations and was undertaken for the socially approved reason of financial necessity.

The development of conservative value patterns which restricted occupational alternatives had made teaching appear a realistic choice of career. For only a small number of participants was there any "calling" in the professional sense noted by Greenwood (1972:14). For the vast majority the comment made by Hall (1972:151) that teaching was chosen by women because it was a "'safe' woman's occupation rather than because of any real dedication" seemed to have some justification. Some participants found, unexpectedly, intrinsic rewards in teaching but for others these did not appear to be present to any marked degree. This was particularly true of the random teacher group where seven out of ten would consider alternative careers and half the participants said that they derived their sense of self-fulfillment from sources outside the profession.

Administrators differed from teacher groups in that fewer were willing to leave teaching were they given the opportunity to do so. There was a tendency on the part of administrators to view themselves as deriving more satisfaction from their work than teachers in general. This was in keeping with the administrators' significantly higher PRO scale scores compared to teachers in the random teacher sample reported in the last chapter since for the professional the demarcation between work and leisure is not clearly defined. (Greenwood, 1972:14)

The Organizational Setting and Opportunities for Advancement

Career possibilities for women within the profession were thought to be restricted by all groups but administrators were more likely to perceive opportunities for advancement than were teacher groups. Administrators were a little less inclined to regard all appointments of women teachers to administrative positions as tokenism. For example, in contrast to the random teacher group, administrators did believe that positions as supervisors were open to women.

In all groups belief in restricted opportunity for upward mobility was based on the number of women in the upper levels of the educational hierarchy and this belief appeared to be stubbornly resistant to words, however well intentioned, from central office personnel. The suspicion that only the lower levels of the educational hierarchy are open to women is not conducive to professional growth.

Such a definition of the situation doubtless contributes to alienation in the sense of powerlessness and to a lack of commitment to organizational goals.

The importance of professional sponsorship in encouraging women to redefine their career aims and to be aware of the professional options that were open to them, was underlined by the number in the administrative group who said that this was indeed a very important factor in their seeking administrative positions. If this type of encouragement was given to members of the teacher groups, it was never mentioned in the interview situation.

Enculturation within the profession has doubtless contributed to women teachers' reluctance to apply for administrative positions. Learning that administration was "men's work" they, in turn, have learned indifference to the administrative task. Certainly the position most commonly seen as "open" to women -- that of assistant principal in an elementary school -- was not perceived as either prestigious or professionally rewarding.

SUMMARY

The data collected in the interview situation has been summarized and discussed in this chapter. Attention was drawn to the ways in which administrators differed from the other two teacher groups: (1) their descriptions of the duties of a school administrator and (2) the influence of professional sponsorship in the making of career decisions. Administrators also differed from the random teacher group in their belief that the position of supervisor was open to them. The most marked difference between administrators and the matched teacher group was in the appeal of the administrative task as a professionally rewarding challenge.

CHAPTER VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Included in this final chapter is a summary statement of the problem, the conceptual framework and the methodology. The findings from the written instrument and interviews are reviewed and discussed in the second section. From the major findings some conclusions are drawn and suggestions made for further research.

1. PROBLEM, CONCEPTUAL FRAMEWORK AND METHODOLOGY

The Problem

This exploratory study was designed to compare three groups within the teaching profession -- women administrators, women teachers matched with the administrators on years of teaching experience and teacher education, and women teachers randomly selected -- on variables which may be relevant to career decisions.

For purposes of this investigation the major problem was divided into seventeen sub-problems. Hypotheses were formulated to incorporate the first fifteen of these problems.

Sub-problems 1 to 6 inclusive were concerned with biographical variables. Hypotheses 1.1, 1.3, and 1.5 predicted significant inter-group differences on marital status, number with dependents, and socio-economic status as defined by the occupation of the husband. Intra-group differences on these same variables were predicted between those who were willing and those who were not willing to apply for administrative positions. (Hypotheses 1.2, 1.4, and 1.6).

Sub-problems 7, 8, and 9 focused upon inter-group and intragroup differences on the Professional Role Orientation (PRO) total scale and subscales. Hypotheses 2.1 predicted significant inter-group differences on the PRO scale; hypothesis 2.2 predicted significant differences within the three sample groups classified as to each of the three biographical variables on the PRO scale; and hypothesis 2.3 predicted significant differences within the teacher groups between those who were willing and those who were not willing to apply for administrative appointments. These hypotheses were extended to include the willingness of participants to spend additional time, if necessary, upon the administrative task.

Sub-problems 10, 11, and 12 dealt with inter-group and intragroup differences on the Sex Role Orientation (SRO) scale. Hypothesis 3.1 predicted significant differences between groups on the SRO scale; hypothesis 3.2 predicted significant differences within the three sample groups on the SRO scale when the groups were classified according to each of the biographical variables and according to high and low scores on the PRO scale; and hypothesis 3.3 predicted significant differences on the SRO scale within the teacher samples between those who were willing and those who were not willing to apply for administrative appointments.

Sub-problems 13, 14, and 15 focused on inter-group and intragroup differences in beliefs with respect to school boards' preferences for male administrators. Hypothesis 4.1 predicted significant differences between groups on this variable. Hypothesis 4.2 predicted that beliefs would differ within the three sample groups when classified according to each of the biographical variables, according to high and low scores on the PRO scale, and according to traditionalist and liberationist scores on the SRO scale. Hypothesis 4.3 predicted differences in beliefs between those who were willing and those who were not willing to apply for administrative appointments. These hypotheses were extended to include the personal preferences of participants with respect to men in positions of authority.

Sub-problem 16 sought reasons why participants chose either to apply or not to apply for administrative positions. No hypothesis was formulated.

Sub-problem 17 sought to identify other variables which would explain the number of women in school administration. Again, no a priori hypotheses were formulated.

Conceptual Framework

Literature on professionalism and professional role orientation, on socialization and sex role orientation, provided the conceptual framework for the study.

In the review of the literature, it was suggested that one barrier to the future professionalization of teaching was the large number of women in the teaching force whose professional commitment was low. An explanation of this lower professional commitment on the part of women teachers was sought in the socialization process. Women who have been socialized into acceptance of appropriate sex role behaviour with its emphasis upon passivity, non-competitiveness, and the intrinsic value of the homemaker role could be expected to be less upwardly mobile, less committed professionally, than women who did not accept this view of women's place in the social structure.

Methodology

Sample. The sample consisted of 133 female teachers employed in the Edmonton Public School District #7. Of these participants, 47 were school administrators, 44 were in the group matched with the administrators on years of teacher education and teaching experience, and 42 were in a group of teachers who were randomly selected.

Data Collection. All participants filled out a questionnaire in April, 1974, which consisted of background questions, beliefs concerning administration, a Professional Role Orientation scale (Hrynyk, 1966) and a Sex Role Orientation scale. (Schmidt, 1973)

Ten participants from each group (five with traditionalist SRO scores and five with liberationist SRO scores) agreed to be interviewed in April/May, 1974. Responses were taped, transcribed and later, categorized.

Statistical Treatment. The hypotheses which were concerned with the PRO and SRO scales were tested by means of F and T tests. Where the F test proved to be significant beyond the .05 level, the Scheffé method of multiple comparison of means was employed. For the comparison of groups with respect to marital status, beliefs and a willingness to expend additional time on the administrative task, chi-square tests of significance were employed. The decision was made to reject, or fail to reject, the null hypotheses at the .05 level of significance.

II. RESULTS AND DISCUSSION

Biographical Variables

Inter-Group Comparisons. Hypothesis 1.1 predicted differences between administrators and teacher groups in marital status. This hypothesis was sustained.

The percentage of married women in the administrative group was less than 50 percent (48.9) but this percentage figure rose to a little more than 70 percent (73.8) for the random teacher group. Certainly this finding does appear to be in keeping with Epstein's (1970) conclusion that the determined woman who is not married will somewhat more easily attain prestigious positions within her profession than her married counterpart. From comments on the questionnaire volunteered by some participants in the teacher groups, marriage did appear to be one of the obstacles, if not an overriding one, to the attainment of administrative positions. While this may be true for some women, for others marriage can serve as one of the socially approved "excuses" for inaction; it serves equally well those who wish to "avoid success" and those who wish to avoid confronting what they may believe is inevitable failure.

Inter-group differences in the number who reported dependents were predicted by hypothesis 1.3. The analysis revealed a statistically significant difference between the matched and random teacher groups regarding the number who reported having dependents under ten years of age. While eight of the respondents in the random teacher group reported having dependents in this age category, this was not true of any of the teachers in the matched group. However, there were no statistically significant differences between administrators and the matched teacher group or between administrators and the random teacher group with respect to: (1) the total number of dependents, (2) dependents under eighteen, and (3) dependents under ten years of age. Considering that the administrators were significantly older than the teachers in the random group, this was a somewhat surprising finding. However, the responses to the item which sought information on dependents were shown not to be reliable in all cases.

Intra-Group Comparisons. Within the teacher groups, hypotheses 1.2, 1.4, 1.6, predicted differences between those who had applied or intended to apply and those who had not applied and did not intend to apply for administrative appointments with respect to: (1) marital status, (2) the number who reported dependents, and (3) the socio-economic status of the husbands' occupation. None of these hypotheses were sustained by the findings.

The lack of support for the hypotheses may have resulted from the research design which classified all those as willing to apply who responded that they intended at some time in the future to apply for an administrative appointment. Therefore this group may well have included participants who "intend to apply" a decade or more from now and whose intention to do so is far from resolute.

Professional Role Orientation

Inter-Group Comparison. Hypothesis 2.1 predicted differences between groups on the Professional Role Orientation scale.

This was supported by the findings as was the extension to the hypothesis which predicted that there would be differences between the groups with respect to a willingness to spend additional time, if necessary, on the administrative task. With regard to the PRO scale, there were significant differences between administrators and the random teacher group on: (1) the total scale, (2) the PRO subscale of service, and (3) the PRO subscale of core-organization. That administrators scored significantly higher than teachers randomly selected was in keeping with Hrynyk's finding (1966:210) that those in status positions were apt to obtain higher scores on the PRO scale. A chi-square test of significance also revealed a significant difference between the groups on their willingness to spend additional time on the administrative task. While more than 90 percent of administrators would accept an administrative appointment even if they believed that it would be more time consuming than classroom teaching, this was true of less than one third of the participants in each of the teacher groups.

Intra-Group Comparisons. The next hypothesis (2.2) predicted intra-group differences on the PRO scale when the groups were classified according to each of the biographical variables -- marital status, dependents and socio-economic status. There were no significant differences on the total PRO scale or subscales between those who were married and those who were not married within the administrative and matched sample groups but within the random teacher group those who were not married scored significantly higher on the Colleague-Professional dimension of the PRO scale. One explanation of this finding may simply be that teachers who are not married have more time and more freedom to form friendships based upon common professional interests.

No relationship was established within any of the sample groups between dependents and the total PRO scale or subscales but when the groups were classified according to the socio-economic status of the husbands' occupation, statistical differences were revealed within the administrative and matched teacher groups. High socio-economic status was associated with high scores on the total PRO scale. These results give some support to the contention in the literature that women teachers from higher socio-economic backgrounds appear to be more committed to professional norms. A possible interpretation of this finding is that a woman whose husband's occupation ensures financial stability and status within the community, is less likely to work only for the ancillary rewards of teaching.

Hypothesis 2.3 was concerned with intra-group differences on these measures of professional role orientation between those who were willing and those who were not willing to apply for administrative positions. No statistically significant differences were revealed and the hypothesis, therefore, was not sustained.

Sex Role Orientation

Inter-Group Comparison. Hypothesis 3.1 revealed no significant differences between the three sample groups on the SRO scale.

Intra-Group Comparisons. The next hypothesis (3.2) predicted intra-group differences on the SRO scale according to: (1) marital status, (2) dependents/no dependents, (3) husbands' S.E.S., and (4) high and low scores on the PRO scale.

Within the administrative group there was a significant difference between those who were married and those who were not married on the SRO scale. The married participants obtained significantly lower mean scores on the SRO scale, indicating a more liberationist sex role orientation, than participants who were not married. This would seem to suggest that married women interested in their careers are more willing than women who are not married to reject, or at least partially reject, traditional assumptions regarding the role of women. The freedom of single women to devote their energies to their careers has never been questioned and thus they have less to gain by embracing a more liberationist type ideology. However, this relationship between marital status and SRO scores was not upheld within the teacher groups.

With respect to the intra-group classification of dependents/no dependents, no significant differences were revealed on the SRO scale.

A relationship between socio-economic status as measured by the husbands' occupation and SRO scores was established within the administrative and random teacher samples where high S.E.S. groups obtained significantly lower mean scores than medium-low S.E.S. groups. If one assumes that women teachers whose husbands' incomes already provide a higher than average standard of living do not work out of financial necessity, then the finding is not very surprising. These women have chosen of their own volition to seek an identity outside the home. By doing so they have indicated their rejection of the traditional roles of "wife" and even "mother" as satisfying, full-time occupations.

Within the administrative group, those who were classified as high on the PRO scale obtained a significantly lower score on the SRO scale than those who were classified as low on the PRO scale. No relationship was established within the teacher groups between PRO and SRO scores.

Hypothesis 3.3 which predicted a difference on the SRO scale between those who were willing to apply and those who were not willing to apply for administrative positions was sustained within the random teacher group. Those participants in the random teacher group who had either applied or intended to apply for administrative positions had a significantly lower mean score on the SRO scale (a more liberationist sex role orientation) than those who had neither applied for administrative positions nor intended to do so. Thus the premise underlying this hypothesis that women who held or who sought line positions would differ in their sex role orientation from women who had neither held them nor sought them was established within the random teacher sample.

Beliefs Regarding Administration

Inter-Group Comparison. Hypothesis 4.1 which was concerned with differences between the groups with respect to their perceptions of school boards' preferences for male administrators was extended to include the participants' preferences for male administrators. The hypothesis was not sustained. The majority of participants in all sample groups believed that school boards did have a preference for male administrators but they themselves held no such preference.

Intra-Group Comparisons. The next hypothesis, 4.2, and its extension to include the participants' preferences for male administrators revealed only one statistical difference within the sample groups when these groups were classified according to: (1) marital status, (2) dependents/no dependents, (3) husbands' S.E.S., (4) high and low scores on the PRO scale, and (5) traditionalist and liberationist scores on the SRO scale.

The main hypothesis was not sustained. When the extension to the hypothesis was tested a statistically significant relationship was revealed between SRO scores and preference for male authority figures in the matched teacher group. Although none of the teachers in the matched group who obtained a liberationist SRO score held a preference for male administrators, approximately 43 percent of those who obtained a traditionalist SRO score expressed this preference. The analysis of the data did not reveal any statistical relationship between beliefs as measured in this study and willingness to apply for administrative positions (hypothesis 4.3).

Interview Data

There was no apparent difference in the socialization of any of the sample groups. For the majority of participants in all groups, teaching had not represented so much a "calling" as a practical career choice. In all three sample groups a number of participants said they would consider leaving teaching were they given an opportunity to do so.

Only in the administrative group would a majority of the participants recommend teaching as a career for their daughters. The reasons for administrators' recommendations varied from the pragmatic to the ideal of service as the following quotations illustrate: from "I think it is a marvelous thing for a young person to have that teaching certificate, especially a young lady," to "You can help children and people and society..." Generally, however, the reasons given were related to administrators' own personal sense of satisfaction with their career choice.

Regardless of the sample group to which they belonged, few participants believed that teaching provided equal opportunities for men and women to obtain administrative appointments. Beliefs in restricted professional opportunities for women were largely based on the number of women in the upper levels of the educational hierarchy. Administrators differed significantly from the random teacher group in that administrators perceived the position of supervisor as being open to them.

There were no widely held stereotypes of male and female school principals. This might be, in part at least, because few participants had worked in a school where the principal was female and therefore had no experiential base on which to generalize.

Administrators differed significantly from the matched teacher group in their perception of the administrative task. While administrators saw it as an interesting, professional challenge, the manner in which the teacher groups were apt to define the administrative task explained why a number of teachers -- especially those in the matched teacher group -- had no interest in it.

Despite the commonly made assertion that the homemaker role prevents women teachers from applying for administrative positions, only one participant in each of the teacher groups cited family responsibilities as the most important factor in making the decision not to apply for such a position.

Career decisions of administrators were very much influenced by authority figures in the educational hierarchy. Without this type of professional sponsorship many expressed the doubt that they would ever have made the decision to apply for administrative positions. It would, therefore, be difficult to overestimate the importance of this variable in helping teachers to make career decisions.

III CONCLUSIONS

To generalize widely from an exploratory study such as this would be unwise. The conclusions that follow are both place bound and time bound in that the findings relate to the Edmonton Public School District #7 in 1974. However, this research report may hold some interest for large, urban school districts which are similar in character to the Edmonton Public School District.

Based on the results of the study, the following conclusions were drawn:

1. This study gave little support to the inference that women teachers perceive their additional roles of "wife" and "mother" as preventing them from applying for administrative positions. There were no significant differences between those who were willing to apply

for administrative positions with respect to these variables. However, some participants did indicate that their "willingness to apply" was future oriented -- to a time when their family responsibilities would be less.

2. Administrators scored significantly higher on the Professional Role Orientation scale (PRO) than did teachers randomly selected but they did not obtain significantly higher scores than those participants in the matched teacher group where years of teacher education and teaching experience were controlled. This would seem to suggest that years of teacher education and teaching experience might well be important intervening variables between administrative positions and higher scores on the PRO scale.

3. The study gave some support to the hypothesized relationship between professional attitudes and sex role orientation. Within the administrative group, those who were classified as high on the PRO scale obtained a significantly more liberationist score on the SRO scale than those who were classified as low on the PRO scale.

Some support was also given to the contention in the literature that women teachers from a high socio-economic background tend to be more professionally oriented than women teachers from lower socio-economic groups. Within the administrative and matched teacher samples those participants whose husbands' occupations were classified as being of high socio-economic status scored significantly higher on the PRO scale and within the administrative group, were significantly more liberationist (as measured by the SRO scale) in outlook than those participants whose husbands' occupations were classified as being of medium-low socio-economic status.

4. In general, administrators appeared to obtain more satisfaction from their professional role than participants in the teacher groups. In comparison with teachers, administrators were: (1) less likely than participants in the teacher groups to consider an alternative career to teaching, and (2) more likely than participants in teacher groups to be positive in their recommendation of teaching as a career to others.

5. The majority of participants in all sample groups believed that opportunities for women teachers to be restricted. Formal equality within the profession with respect to salaries and fringe benefits has done little to alter the perceptions of the majority of women teachers that opportunities for advancement within the profession are not equal for both sexes. Many expressed the view that a woman still needed to be more talented and better qualified if she was to compete successfully against men for administrative positions. Even then merit alone would not automatically ensure success for as one participant remarked, "It doesn't matter how good you are for these positions. You have to fight your way and claw your way ... and you just have to be more outstanding than anyone else."

At the prospect of such a struggle many women teachers have turned their backs and rejected even those positions which they do perceive as being available to them. Some felt that given time the system would become more equitable. Certainly there was little evidence of militancy. According to one administrator there was no need for it: "I keep saying that we are like the Indians, we no longer have to fight our battles.... Others are fighting them for us." Many claimed that they did not want advancement and that they were either contented with their present positions or believed them to be preferable to those administrative positions typically open to women teachers -- assistant principals in elementary schools.

6. While a career in school administration was considered as an interesting, professional challenge by administrators, this view was not widely shared among participants in the other sample groups. Teachers' definitions of the administrative task may contribute to their reluctance to apply for such positions.

IV. IMPLICATIONS

1. In the light of the research findings of this study it is understandable that women are reluctant to apply for administrative positions. Women teachers hold few expectations for advancement in their careers and many have withdrawn from what they perceive as highly competitive achievement situations. Without some encouragement it is probable that the number of women teachers who apply for administrative positions will continue to be small in proportion to the number of women in the teaching force. The implication is that administrators should actively encourage qualified women to apply for administrative positions.

2. Although it may be true that the teaching profession attracts recruits who have already accepted society's traditional view

of what is "appropriate" sex role behaviour, in the case of female recruits with restricted career options, this generalization is at least open to question. If the judgement of Ziegler and Peak (1971) with respect to faculties of education is accepted, then anticipatory socialization for the profession takes place in conservative institutions staffed by people with traditional value orientations who are more committed to the transmission of conservative values than to change and innovation. In such institutions women student teachers learn their future role of "teacher" but are rarely encouraged to think of themselves as prospective principals. Socialization within the profession reinforces this type of thinking. Women teachers soon learn, by observation, that women seldom occupy status positions in the educational hierarchy.

Faculty of education professors should be willing to accept the responsibility for preparing not only male administrators at the graduate level but should also encourage competent undergraduate women to perceive themselves as potential administrators. The development of an attitude of professionalism would thus be expanded to include the role of administrator as well as that of teacher.

As more career opportunities become available to women, teaching will have to compete with other professions to attract female personnel. Without appearing to offer any opportunities for advancement, it is difficult to see how the teaching profession can hope to recruit and retain the calibre of person it both needs and desires. A need exists for a verbalization of career opportunities. Undergraduate programs should clearly delineate the career patterns in administration that are equally open to women as well as men.

3. The widespread belief among women teachers that school boards have a preference for male administrators and that they themselves have only a limited access to status positions, has important implications for the morale of all women teachers. A system that is seen as refusing to acknowledge or to reward the initiative, industry and leadership talent of half its personnel can expect little loyalty. Although there were a number of dedicated teachers, there were others who might well have agreed with the teacher who commented on the questionnaire that "without advancement teaching is in many ways a 'dead-end' job." To guard against ambition and enthusiasm becoming apathy and indifference, it is necessary for women teachers to believe that the principle of equal reward for equal effort extends beyond such material benefits as salaries and pension plans to include opportunities for recognition within the profession.

Teachers' professional associations have a responsibility to monitor the appointments that school boards make to administrative positions and to present to women teachers the diverse career patterns open to them. Discussions sponsored by professional organizations would help to erode unfavourable stereotypes of women administrators.

4. The study implies failure on the part of the school board to convince women that their applications for status positions are seriously considered. To eradicate the widespread assumption on

the part of women teachers that "it is harder for a woman" to obtain status positions in the educational hierarchy may prove very difficult. The following excerpt has been included to illustrate the difficulties with which a school board must contend should it wish to implement policies that would make for a greater utilization of the talent and leadership potential of its female personnel:

Question: On what do you base your opinion [as to the serious consideration of women?]

Response: I suppose partly on statistics of what you see and partly from hearsay ... particularly this spring when there was interviewing for appointments....

Question: What did they say?

Response: For example ... on some of the C/A [Department Head] jobs that were coming up they said that a woman would stand a better chance this year. I also know in the interviews for assistantships one of the women teachers on our staff was invited back for the second round and some of the men were ignored out of --- I don't know -- hundreds of applications.

Question: But you would still say this was tokenism?

Response: Yes.. I still think it is ...

Certainly it will take more than encouraging words to effect a change in women teachers' definition of the situation. Words, however, well-meaning, have done little to alter women teachers' perceptions that their chances of obtaining status positions are less than those of their male counterparts. If the women teachers in this study have misjudged the attitudes of school boards toward them, then it would seem that it is important for school boards to make clear their intention to create a climate of equality where women are accepted as educational leaders.

The findings of the study imply the need for imaginative leadership programs by school boards, professional associations and faculties of education, aimed at women teachers. Such programs would serve the purpose not only of identifying potential administrative talent but also of arousing interest in the administrative task as something more than just "paper work, discipline, timetabling, and things like that." In addition, sponsorship of women teachers who are interested in taking professional training in administration would add to a school board's credibility that the appointment of women to positions of administrative responsibility is more than mere tokenism. Entrenched attitudes are slow to change. It will take time, demonstrated fair promotion policies and patience on the part of school boards before women teachers become convinced that they too may attain influential positions in the educational hierarchy.

5. The implications of legislation requiring stated proportions of women teachers being appointed to administrative positions should be explored. Such a study would be the responsibility of all those who are concerned with the greatest possible utilization of talent in the teaching profession -- the Department of Education, faculties of education, the teachers' professional organization and the school board.

V. SUGGESTIONS FOR FURTHER RESEARCH

Based on the findings of this study, the following suggestions for further research have been made.

1. This research report was unable to identify any major statistically significant differences between those who were willing and those who were not willing to apply for administrative appointments. However, a more comprehensive study is needed in which the group who intend to apply for administrative positions is more carefully controlled with respect to the timing of the application, in order to confirm this finding.

2. A large-sample investigation is needed to ascertain whether or not family responsibilities do in fact affect the willingness of women to apply for administrative positions.

3. A further examination of the differences in Professional Role Orientation between administrators and the controlled matched group would provide some insight into the motivation of different subsets within the profession.

4. A similar study comparing female and male administrators and matched teacher samples would provide some basis for a more meaningful assessment of potential administrative talent.

5. The development of norms for the PRO scale would be useful for further research.

6. Further study of the relationship between PRO and SES is needed.

7. A more elaborate study which compared the job satisfaction of women administrators with women teachers in general might prove of some utility in learning more about the motivation of female teaching personnel.

8. The Sex Role Orientation scale needs refining. Subscales which tap the various dimensions of sex role orientation as it relates to participation in the labour force would enhance its utility for research that relates not only to women teachers but to women in other professions.

9. A study of the attitudes of male teachers toward women in administrative positions would be useful.

10. A random sample of community opinion would help to ascertain the degree of acceptance that women in senior administrative positions might expect from the general public.

11. It would be of interest to study the effect on the career aspirations of women teachers of encouragement to apply for administrative positions. Such encouragement might take the form of written memos, seminars, professional sponsorship, or any combination of these three.

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APPENDIX A

Instruments

PROFESSIONAL-ROLE ORIENTATION AND SEX-ROLE ORIENTATION SCALES

Office Use Only
C C
1-3

Code No _____________

QUESTIONNAIRE - PART A

Please use a check mark (✓) to indicate your response to the following items.

1. Do you hold an administrative appointment? 4
   (1) Yes _____ (2) No _____
2. Years of teacher education for which you are paid 5
   (1) less than four _____ (2) four _____ (3) five _____
   (4) six _____
3. Years of teaching experience (include this school year) 6
   (1) 1 - 4 _____ (2) 5 - 9 _____ (3) 10 - 14 _____
   (4) 15 - 19 _____ (5) 20 - 24 _____ (6) over 24 _____
4. Age 7
   (1) under 25 _____ (2) 25 - 34 _____ (3) 35 - 44 _____
   (4) 45 - 54 _____ (5) over 54 _____
5. Marital status 8
   (1) married _____ (2) single _____ (3) other _____
6. Number of dependents under eighteen 9
   (1) none _____ (2) one _____ (3) two _____
   (4) three _____ (5) four _____ (6) more than four _____
7. Number of dependents under ten 10
   (1) none _____ (2) one _____ (3) two _____
   (4) three _____ (5) four _____ (6) more than four _____
8. Other dependents not included in items 7 and 8 _____ 11

C C

9. Husband's approximate annual income - if applicable
(1) under $10,000 _____
(2) $10,000 - $14,900 _____
(3) $15,000 - $19,900 _____
(4) $20,000 - $24,900 _____
(5) $25,000 or over _____ 12

10. Husband's occupation - if applicable. Please be as specific as you can. (Example: high school teacher)
____ 13

11. Have you ever applied for an administrative position?
(1) Yes _____ (2) No _____ 14
(If your response is 'No', please answer Question 12.)

12. Do you *intend* to apply for an administrative position?
(1) Yes _____ (2) No _____ 15

13. Do you yourself have a preference for men in positions of authority (assume equal competence)?
(1) Yes _____ (2) No _____ (3) Undecided _____ 16

14. Do you think that school boards have any preference for male administrators?
(1) Yes _____ (2) No _____ (3) Undecided _____ 17

15. Would you turn down an administrative position if you thought it was going to be more time consuming than classroom teaching?
(1) Yes _____ (2) No _____ (3) Undecided _____ 18

Comments (Please make additional conditions which you feel are pertinent.)

____

____

____

____

____

____

PROFESSIONAL-ROLE ORIENTATION SCALE

QUESTIONNAIRE - PART B

Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate category. As your first reactions are important, please respond to each item swiftly.

There are five possible responses for each statement. They are:

strongly agree	(SA)
agree	(A)
undecided	(U)
disagree	(D)
strongly disagree	(SD)

Please respond to every item

							Office Use Only C C
1.	It is vital to his/her effectiveness that the teacher should possess a thorough knowledge of her subject matter.	SA	A	U	D	SD	19
2.	Persons should be evaluated primarily on the basis of their ability to communicate knowledge.	SA	A	U	D	SD	20
3.	Persons should be allowed to teach in Alberta even if their total education is less than that required for a B Ed.	SA	A	U	D	SD	21
4.	In case of a dispute between The Alberta Teachers' Association, at the provincial level, and some other provincial authority or agency, the teacher owes his/her prime loyalty to the ATA.	SA	A	U	D	SD	22
5.	A teacher's practice should be based primarily on his/her acquaintance with educational literature and research.	SA	A	U	D	SD	23
6.	Knowledge of educational theory is vital for effective teaching.	SA	A	U	D	SD	24

C C

7. Teachers should not be expected to give after-hours instruction to pupils who are not doing well in their school work. SA A U D SD 25

8. I would rather teach than do anything else for a living. SA A U D SD 26

9. Because of what I am able to do for society, I would continue to teach even if I could earn more money at another vocation. SA A U D SD 27

10. A teacher should be prepared to devote the whole of his/her working lifetime to the occupation of teaching. SA A U D SD 28

11. A teacher should encourage as many of his/her students as possible to enter teaching as a vocation. SA A U D SD 29

12. A teacher should promote what he/she deems to be needed social changes through his/her contact with students in schools. SA A U D SD 30

13. Membership in The Alberta Teachers' Association should be more important to teachers than membership in most other organizations to which they belong. SA A U D SD 31

14. I do not fee that I am a real integral part of the provincial Association. SA A U D SD 32

15. Only the ATA should speak for all teachers on professional matters. SA A U D SD 33

16. The Alberta Teachers' Association is the best body to oversee the enforcement of a code of ethics for teachers. SA A U D SD 34

17. Teachers should try to live up to what they think are the standards of the profession even if the administration or the community does not seem to respect these same standards. SA A U D SD 35

18. The degree of respect that it commands from other teachers around the province is not a major criterion of a good school. SA A U D SD 36

		C C
19. Teachers should subscribe to and read the major professional journals.	SA A U D SD	37
20. A teacher should not try to put what he/she believes to be standards and ideals of good teaching into practice if the procedures of the school prohibit them.	SA A U D SD	38
21. A teacher should be a member of at least one specialist council and should take an active part in it.	SA A U D SD	39
22. A teacher should not give more consideration to the views of other teachers than to those of the public.	SA A U D SD	40
23. Unless a teacher is satisfied that it is best for the student, a teacher should not do anything which someone else tells him/her to do.	SA A U D SD	41
24. A teacher should not do anything that may jeopardize the interests of his/her students, regardless of who gives the directive or what school rules state.	SA A U D SD	42
25. Small matters should not have to be referred to someone higher up for a final answer.	SA A U D SD	43
26. The ultimate authority over the major educational decisions should be exercised by qualified teachers.	SA A U D SD	44
27. Decisions concerning textbooks, references and courses of study should be made by teachers or groups of teachers and not by the Department of Education.	SA A U D SD	45
28. Teachers should not be any more concerned than they are at present about the adequacy of the schools' programs for all students.	SA A U D SD	46
29. If I had the choice, I would not belong to The Alberta Teachers' Association at the provincial level.	SA A U D SD	47

SEX-ROLE ORIENTATION SCALE

QUESTIONNAIRE - PART C

It is increasingly evident that sex-role patterns are changing. This section deals with sex-role related issues. All answers should reflect your own situation; not what is commonly expressed in society.

Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate response. As your first reactions are important, please respond to each item swiftly.

There are five possible responses for each statement. They are:

strongly agree	(SA)
agree	(A)
undecided	(U)
disagree	(D)
strongly disagree	(SD)

Please respond to every item

						Office Use Only C C
1. In a marriage, the husband is mainly responsible for the financial support of the family.	SA	A	U	D	SD	48
2. Marriage to one person at a time provides the best possible framework for a relationship between mature men and women.	SA	A	U	D	SD	49
3. In a marriage, the wife should support the husband in building his career despite possible conflict with her own ambitions.	SA	A	U	D	SD	50
4. Women who demand equal decision-making power in a marriage, risk making their husbands feel unmanly.	SA	A	U	D	SD	51
5. In most families, it is best that the husband is the head of the home.	SA	A	U	D	SD	52
6. Women have much to contribute to political life in modern society.	SA	A	U	D	SD	53

		C C
7. Women who are sure of their femininity will be happy to be supportive rather than dominant in their marriage relationships.	SA A U D SD	54
8. For most professionally trained women, having to choose between the role of a wife and mother and the pursuit of a career creates feelings of inner conflict.	SA A U D SD	55
9. Mr and Mrs A are both working in careers that provide much satisfaction and opportunity for personal growth. They have two small children. Mrs A is offered a job in a different city that would greatly enhance her career. Mrs A should convince the family to move.	SA A U D SD	56
10. The major source of security for most women comes from husband and family.	SA A U D SD	57
11. Children of working mothers tend to be less well adjusted than children of mothers not employed outside the home.	SA A U D SD	58
12. The greater the distinction a woman makes between her role as wife and mother and her other needs as a person, the more she experiences a sense of inner turmoil.	SA A U D SD	59
13. There are arrangements other than traditional marriage and family which might be better for some adults and children.	SA A U D SD	60
14. Women should have equality with men in salaries, promotions and hiring.	SA A U D SD	61
15. It is very difficult for women with children to combine a marriage with a career.	SA A U D SD	62
16. It is often important that women act less knowledgeable or intelligent than men in order to please or impress them.	SA A U D SD	63

		C C
17. It is the role of women to be supportive rather than assertive.	SA A U D SD	64
18. Both men and women should have the freedom to experiment sexually as they choose.	SA A U D SD	65
19. In the home, men and women should share the child-rearing responsibilities equally.	SA A U D SD	66
20. In our education system, girls are often counseled into female-dominated careers such as nursing and teaching. This is too limiting and must change.	SA A U D SD	67
21. Most men achieve their greatest satisfactions from their work.	SA A U D SD	68
22. In this culture, most women appear to feel defensive and competitive with other women.	SA A U D SD	69
23. Women now have equality with men before the law.	SA A U D SD	70
24. The primary reason for working in one's profession, while being a good wife and mother, is not the earning of money, but the achievement of personal satisfaction.	SA A U D SD	71
25. In a heterosexual situation, men should always assume leadership.	SA A U D SD	72
26. The institution of marriage, in its present form, must end.	SA A U D SD	73
27. It is unfair that many qualified women cannot get suitable work appointments, while men with similar skills have less trouble.	SA A U D SD	74
28. In the home, men and women should share the economic responsibilities equally.	SA A U D SD	75
29. Many professional women would feel free to pursue careers if there were adequate day-care centres available for their children.	SA A U D SD	76

		C C
30. In a marriage, husband and wife should have equal decision-making power.	SA A U D SD	77
31. Mr M and his wife share all household tasks and the care of their two small children. Both work half-time. This reduces their income but allows them to maintain a closer family relationship. This is a great arrangement for all concerned.	SA A U D SD	78
		C C
		1-3
32. Due to the incompatibility of interests between family needs and the demands of a profession, women who pursue careers as well as homemaking have more conflict in their marriage than those who do not.	SA A U D SD	4
33. Women who belong to Women's Liberation are aggressive and castrating females, who dislike men.	SA A U D SD	5
34. It is not right for wives to expect husbands to be equally responsible for preparing food, cleaning house and caring for children, even if they are both working professionals.	SA A U D SD	6
35. The special courtesies extended to women are demeaning because they keep women feeling helpless and in their place.	SA A U D SD	7
36. Women should initiate intimate interaction with men if they wish to.	SA A U D SD	8
37. Although it may often be acceptable for the male to have extramarital sex, it is not acceptable for the female of a marriage to do so. This double standard is unfair.	SA A U D SD	9
38. Women who combine a career with marriage, have a deeper sense of their own worth than those who do not.	SA A U D SD	10
39. The most important role in a woman's life is that of wife and mother.	SA A U D SD	11

			C C
40.	In intellectual matters, most men rarely consider the opinions of women seriously.	SA A U D SD	12
41.	A man who allows his spouse to overrule his decisions is unmasculine.	SA A U D SD	13
42.	Throughout life, most women are discouraged from having ambitions which might lead them into dominant public positions.	SA A U D SD	14
43.	Abortion on demand is a most humane way of dealing with a situation of an unwanted birth.	SA A U D SD	15
44.	In general, men are more often interested in a woman's body than in her intellectual and creative abilities.	SA A U D SD	16
45.	The male sex is better off in this society, since they have freedom, status and power that women do not have.	SA A U D SD	17
46.	Women who belong to the Women's Liberation Movement are healthy women fighting a sick system.	SA A U D SD	18
47.	Women can best achieve full self-development by getting the best education and training possible.	SA A U D SD	19
48.	Most men achieve their greatest satisfactions from being good fathers for their families.	SA A U D SD	20
49.	Women's Liberation is a movement organized by women with justifiable grievances.	SA A U D SD	21
50.	Women who pursue a career and never marry, miss the most important satisfactions of being a woman.	SA A U D SD	22
51.	Men are naturally more rational, while women are naturally more emotional.	SA A U D SD	23
52.	Women who are aggressive are unfeminine.	SA A U D SD	24

		C C
53. Raising children and homemaking provides many rewards but, if it is a full-time task, it cannot provide a woman with complete satisfaction.	SA A U D SD	25
54. The traditional family should be replaced by laissez-faire heterosexual interaction, with children being raised by well-trained professionals.	SA A U D SD	26
55. Marriage should not limit the depth of one's heterosexual relationships outside of the marriage unit.	SA A U D SD	27

It would be helpful if you would again scan the questionnaire to see that you have responded to every item.

Please return the questionnaire before April 11, 1974. A stamped, addressed envelope has been enclosed for this purpose.

Thank you for your time and cooperation.

Mary Nixon

MN/sc/13.2.74

PROFESSIONAL ROLE ORIENTATION SCALE SCORING PROCEDURES

Item No.	Subscale	Directional Weighting
1	Knowledge	Positive
2	Knowledge	Positive
3	Knowledge	Reflected
4	Core-Org.	Positive
5	Knowledge	Positive
6	Knowledge	Positive
7	Service	Reflected
8	Service	Positive
9	Service	Positive
10	Service	Positive
11	Service	Positive
12	Service	Positive
13	Core-Org.	Positive
14	Core-Org.	Reflected
15	Core-Org.	Positive
16	Core-Org.	Positive
17	Colleague-Prof.	Positive
18	Colleague-Prof.	Reflected
19	Colleague-Prof.	Positive
20	Colleague-Prof.	Reflected
21	Colleague-Prof.	Positive
22	Colleague-Prof.	Positive
23	Student-Aut.	Positive
24	Student-Aut.	Positive
25	Student-Aut.	Positive
26	Student-Aut.	Positive
27	Student-Aut.	Positive
28	Student-Aut.	Reflected
29	Core-Org.	Reflected

SEX ROLE ORIENTATION SCALE SCORING PROCEDURES

Item	Directional Weighting	Item	Directional Weighting
1	Positive	41	Positive
2	Positive	42	Reflected
3	Positive	43	Reflected
4	Positive	44	Positive
5	Positive	45	Reflected
6	Reflected	46	Reflected
7	Positive	47	Reflected
8	Positive	48	Reflected
9	Reflected	49	Reflected
10	Positive	50	Positive
11	Positive	51	Positive
12	Positive	52	Positive
13	Reflected	53	Reflected
14	Reflected	54	Reflected
15	Positive	55	Reflected
16	Positive		
17	Positive		
18	Reflected		
19	Reflected		
20	Reflected		
21	Positive		
22	Positive		
23	Positive		
24	Reflected		
25	Positive		
26	Reflected		
27	Reflected		
28	Reflected		
29	Reflected		
30	Reflected		
31	Reflected		
32	Positive		
33	Positive		
34	Positive		
35	Reflected		
36	Reflected		
37	Reflected		
38	Reflected		
39	Positive		
40	Positive		

Pilot Study

INTERVIEW SCHEDULE

1. Background Information.

   Introductory phase of the interview lends itself to a reliability check of Questionnaire Part A.

2. Women in Administration.

   a) How do you explain the larger proportion of men than women in school administration?

   b) Have you ever worked in a school with a woman principal?

   c) If you have worked in a school with a woman principal, how would you compare her ability as an administrator with men in similar positions?

   d) Do you think that women are considered seriously for positions in the educational hierarchy above the position of elementary principal?

   e) On what do you base your opinion?

ADMINISTRATORS

f) What prompted you to apply for an administrative appointment?

g) What was the factor which you weighed most in making your decision?

TEACHERS

h) Either: Why have you never applied?

i) OR Why do you think you did not get the position?

j) What was the factor which you weighted most in making your decision to apply (or not to apply)?

CODE__________

INTERVIEW SCHEDULE

Introductory Phase

Discussion of biographical variables.
Request permission to tape.

Socialization and Career Choice

1. Did your own mother work outside the home?

Yes____ No____

2. What type of work did she do?

3. Why did she work? What reasons did she give?

4. What expectations did your parents seem to have for you when you were growing up?

Which seemed to receive the most emphasis -- marriage or a career?

5. When you were growing up what influenced you toward your career choice?

6. If you had the opportunity to change from teaching to some other occupation (without loss of salary or status) do you think you would? Yes____ No____ Perhaps____

Why or why not?

7. Would you want a teenage daughter to go into teaching?
Yes____ No____ Perhaps____

Would you want her to make it a lifelong career?

Why or why not?

8. How much career opportunity is there for an ambitious beginning teacher today as compared to five years ago?
More______ Less_____ About the same_____

Social Change and Sex Roles

9. Do you think there exists in society generally a stereotyping of men and woman as having certain ascribed characteristics? Yes____ No____ Undecided____

11. Do you think there is any need for change in definitions of what is described as 'masculine' behaviour and what is 'feminine' behaviour? Yes____ No____ Undecided____

12. Do you think that these role definitions are changing? Will continue to change? Yes____ No____ Undecided____

13. At the present time do most married female teachers that you know accept the primary responsibility for the home:
Yes____ No____ Undecided____

14. Do you believe that by and large this primary responsibility is accepted willingly?
Yes____ No____ Undecided____

15. What do you think is the greatest source of satisfaction for women teachers -- life outside school/career?

life outside school_____ career_____

For men? life outside school_____ career_____

For yourself? life outside school_____ career_____

Women in Administration

16. Have you ever worked in a school with a woman principal?

Yes____ No____ Undecided____

17. How would you compare her ability as an administrator with men in similar positions?

More ability____ Less ability____ About the same____

18. Do you think that women are considered seriously for positions in the educational hierarchy?

Yes____ No____

At what level?
Ass't Principal ____
Principal(Elem.) ____
Junior High ____
Senior High ____
Supervisor ____
Director ____
Superintendent ____
Other ____

19. On what do you base your opinion?

20. If you got a letter inviting you to apply for an administrative position how would you react?

Stereotyping

21. I want you to try and guess whether the principal of this school is a man or a woman and then to give your reasons for saying so.

School A is an elementary school serving a middle class community in an urban area. No child lives more than six blocks from the school. Parents have been told that children must go home for lunch since there is no supervision of children during the noon hour. Any child bringing lunch to school is sent home with a courteous burt firmly worded note from the principal.

Man____ Woman____

Reason:

Thank you. Now would you try this one?

22. School B is an elementary school serving a very similar community to School A. Here too children are discouraged from bringing lunch. However, when the problem arises and children do bring their lunch, they are allowed to remain in an empty classroom adjacent to the staffroom.

Man____ Woman____

Reason:

23. What are the main duties of the administrators in your school?

24. Does this kind of work appeal to you? Yes____ No____

Application/Non-application

25. What prompted you to apply for an administrative position? (or Why have you never applied?)

26. What factor (or factors) influenced you most in making your decision?

CODING OF INTERVIEWS. (Item number on interview schedule shown in parenthesis after variable number)

Variable	Question Asked	Response	Code	C.C.
		I.D.		1-3
1	SRO Scale	Low	1	
		High	2	4
2(1)	Mother's work outside the home	Yes	1	
		No	2	5
3(2)	Type of occupation	Teacher	1	
		Nurse	2	6
		Secretary	3	
		Other	4	
4(3)	Why employed?	Financial	1	
		Other	2	7
5(4)	Parental expectations which received first mention	No clear expectations	0	
		High level of education	1	8
		Better life	2	
		Marriage	3	
		Other	4	
6(4)	Emphasis	Not made clear	0	
		Career	1	9
		Marriage	2	
		Career and marriage	3	
7(5)	Career Choice	Restricted opportunity	1	
		Finance	2	
		Wanted to	3	10
		Parent wanted it	4	
		Reason not clear/no response	5	
8(5)	Teaching as Career Choice	No response	0	
		First choice	1	11
		Second choice	2	
9(6)	Change from teaching	Yes	1	
		No	2	12
		Perhaps	3	

CODING OF INTERVIEWS Contd.

Variable	Question Asked	Response	Code	C.C.
10(6)	Reasons for changing	No response	0	
		Salary	1	13
		Job Pressures	2	
		New challenge	3	
		Other	4	
11(7)	Teenage daughter to go into teaching	Yes	1	
		No	2	14
		Perhaps	3	
12(7)	Teaching as a life-long career for daughter	Yes	1	
		No	2	15
		Undecided	3	
		Make own decision	4	
13(8)	Career opportunity in teaching	Less	1	
		More	2	16
		Same	3	
14(9)	Stereotyping	Yes	1	
		No	2	
		Undecided	3	
		Don't know	4	
15(10)	Truth to stereotyping	Yes	1	
		No	2	18
		Undecided	3	
		Don't know	4	
16(11)	Need for change in stereotype	Yes	1	
		No	2	19
		Undecided	3	
		Don't know	4	
17(12)	Are role definitions changing?	Yes	1	
		No	2	20
		Undecided	3	
		Don't know	4	

CODING OF INTERVIEWS Contd.

Variable	Question Asked	Response	Code	C.C.
19(13)	Accept primary responsibility	No response	0	22
		Yes	1	
		No	2	
		Undecided	3	
		Don't know		
20(14)	Responsibility willingly accepted	Yes	1	23
		No	2	
		Undecided	3	
21(15)	Source of satisfaction for women	School	1	24
		Outside school	2	
		Balance	3	
		Distinction between married & other	4	
		Don't know	5	
22(15)	Source of satisfaction for men	School	1	25
		Outside school	2	
		Balance	3	
23(15)	Source of satisfaction for self	School	1	26
		Outside school	2	
		Balance	3	
24(16)	Worked for a woman principal	Yes	1	27
		No	2	
25(17)	Rating of a woman administrator	No response	0	28
		Less ability	1	
		Same	2	
		More		
26(18)	Are women given serious consideration?	Yes	1	29
		No	2	
		Undecided	3	
27(18)	Ass't Principal (E.) level?	Yes	1	30
		No	2	
		Undecided		

CODING OF INTERVIEWS Contd.

Variable	Question Asked	Response	Code	C.C.
28(18)	Principal (E.)?	Yes	1	31
		No	2	
		Undecided	3	
29(18)	Principal (J.H.)	Yes	1	32
		No	2	
		Undecided	3	
30(18)	Principal (S.H.)	Yes	1	33
		No	2	
		Undecided	3	
31(18)	Supervisor	Yes	1	34
		No	2	
		Undecided	3	
32(18)	Director	Yes	1	35
		No	2	
		Undecided	3	
33(18)	Superintendent	Yes	1	36
		No	2	
		Undecided	3	
34(19)	Base for opinion	Experience/Observation	1	37
		Other	2	
35(20)	Invitation to apply	Surprise	1	38
		Examine carefully	2	
		Pleased	3	
		Other	4	
36(20)	Would apply for appointment	Yes	1	39
		No	2	
		Perhaps	3	
37(21)	School A	Man	1	40
		Woman	2	
		Either	3	

CODING OF INTERVIEWS Contd.

Variable	Question Asked	Response	Code	C.C.
38(22)	School B	Man	1	
		Woman	2	41
		Either	3	
39(23)	Main duties of an administrator	Curriculum	1	
		Provide leadership	2	42
		P.R.	3	
		Routine tasks	4	
		Other	5	
40(24)	Does adminstration appeal to you?	Yes	1	
		No	2	43
41(25)	Why did you take an admin.position?	Someone suggested it.	1	
		Educational influence	2	44
		Wished for challenge	3	
		Ability to do job	4	
42(26)	Why did you not apply?	Lacked training	1	
		Lacked experience	2	45
		Job not attractive	3	
		Felt there was little opportunity	4	
		Interested in present job	5	
		Other	6	

APPENDIX B

Letters

EDMONTON PUBLIC SCHOOLS
10010 - 107A Avenue Edmonton Alberta T5H 0Z8 Telephone (403) 429-5621

Board of Trustees
Mr. James F. Falconer - Chairman
Mrs. Lois N. Campbell
Mr. R. Herbert Jamieson
Mr. R. Vernon Johnson
Mr. Donald W. Kennedy
Dr. John G. Paterson
Mrs. Edith Rogers

Administrative Staff
Mr. M. A. Strembitsky Superintendent
Mr. T. W. Meen Secretary-Treasurer
Mr. J. H. Finlay Associate Superintendent
Mr. G. P. Nicholson Associate Superintendent

January 21, 1974

Mr. W. A. Kiffiak
Administrative Assistant
Division of Field Experiences
University of Alberta
EDMONTON, Alberta

Dear Mr. Kiffiak

Re: RESEARCH REQUEST - Mary Nixon

This project has been approved on a permissive basis following examination by our department and consultation with Mr. Don Assheton-Smith, Director of Administrative Staffing.

Under separate cover we have sent Mary Nixon a computer printout of a control group of teachers to match the experimental group.

Because of the number of schools involved, the principals have not been contacted by me. Mary Nixon can directly contact the specific persons to be involved in the study to see if they wish to participate.

We are interested in the study, and would appreciate receiving a copy of the results as soon as they are available.

Sincerely

Tom

Tom Blowers, Ph.D
Director of Research
Research & Evaluation

TAB/ks
c.c. Don Assheton-Smith
Mary Nixon
Dr. L. Gue

March 1, 1974

TO WHOM IT MAY CONCERN

The Association is pleased to endorse the study being conducted by Mrs Mary Nixon as part of her doctoral program. It is consistent with longstanding Association policy and in keeping with a recent decision of the Provincial Executive Council that it will view sympathetically research in the general area of placement and promotion practices of boards. We encourage your cooperation in this part of Mrs Nixon's research. When completed, a copy of her thesis will be filed with the ATA library.

Yours sincerely,

N P Hrynyk
Association Executive Secretary

NPH/sc

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2E1

March 1, 1974

Dear ______________________________,

As a doctoral student in the Department of Educational Administration, University of Alberta, I have chosen for my thesis topic 'A Comparison of Women Administrators and Teachers on Selected Variables'. I would like you to participate in this study.

Should you decide to participate in the study—and I hope you will—a questionnaire will be sent to you with a code number which corresponds to your name. This is necessary for the selection of a random sample for follow-up sessions. Your number and name will be known only to me and the number-name file will be destroyed at the conclusion of the study. The thesis will report group opinion only. The questionnaire will be sent out at the end of this month or early in April. Follow-up sessions will take place, for some participants, either in early May or in October.

I estimate that it will take you approximately thirty minutes to fill out the questionnaire. Should you be involved in the follow-up session, this will take another thirty minutes of your time when I will come out to your school to talk with you.

Having taught for the Edmonton Public School Board, I know that teachers have many calls on their time. I do feel, however, that you will find the study of interest to you. If you want further information about the study before making up your mind to participate in it or have any questions, please feel free to call me during the evening (488-9598) or at the university (432-4906).

The study has been authorized by the Edmonton Public School Board and endorsed by The Alberta Teachers' Association.

Please let me know whether you are willing to take part in the study by filling in the enclosed form and mailing it to me in the envelope provided. I am looking forward to hearing from you and a possible meeting with you.

Yours sincerely,

Mary Nixon

Mary Nixon

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

QUAECUMQUE VERA

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2E1

March 1, 1974

Dear ______________________________,

Permission has been given by the Edmonton Public School Board for me to approach a number of administrators and teachers to ask that they participate in a study. In your school, the following people are being contacted:

A copy of the letter is enclosed for your information. Thank you for your cooperation.

Yours sincerely,

Mary Nixon

Mary Nixon

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2E1

RESEARCH PROJECT

I agree to participate in the study ____________

I do not wish to participate ____________

Name (Please print) ____________

School ____________

____

Teacher ________ School Administrator ____

Years of Teaching Experience ____________

Years of Teacher Education for Salary Purposes ____

Please return this form to me before March 8, 1974.
Thank you for your cooperation.

Mary Nixon

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2E1

71

March 20, 1974

Dear Participant,

Thank you for your positive response to my letter of March 1, 1974.

I would be grateful if you would fill out the enclosed questionnaire and return it to me before April 11, 1974, in the envelope provided. The questionnaire is already coded and it is not necessary that your name should appear anywhere on it. Again, let me assure you of the confidentiality of any responses which you may choose to make.

Your interest and cooperation is greatly appreciated.

Yours sincerely,

Mary Nixon

Mary Nixon

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2E1

April 22, 1974

Dear Participant,

This is a reminder that I have not yet received your questionnaire return. I would very much like to have your responses to the items before beginning the computer analysis and the second phase of the research.

If you have already mailed the questionnaire, please ignore this letter. Thank you for your interest in the study.

Yours sincerely,

Mary Nixon

Mary Nixon

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2E1

June 17, 1974

Dear ________________,

Enclosed is a transcript of your replies and the questions which I asked you at our meeting on ________________, 1974.

If the transcript does not accurately reflect the views you expressed, please return it to me with your amendments. Should I not hear from you I will conclude that your opinions have been accurately recorded.

Thank you for your time and your continuing interest in the study.

Yours sincerely,

Mary Nixon

Mary Nixon

MN/hb

APPENDIX C

Collated Comments from the Questionnaires
Categorization of Participants' Responses
Interview Transcripts

COLLATED COMMENTS FROM QUESTIONNAIRE

Administrators

A1 Principal of a school should not be required to have a registered classroom. If school warrants an assistant principal more than .1 time should be allowed.

A6 I would only turn down an administrative appointment if I felt that my training and experience were not suitable or applicable to the particular job.

A7 Selection committees are usually made up of men and feminine leadership qualities often are shown in a different way than men's.

A8 (Answered "Yes" to Q.14. Do you think school boards have any preference for male administrators.)
I hold an administrative position. Our school board is anxious to have women administrators. The Superintendent said, "A woman has five times as many chances as a man for an administrative position.

A20 Would hate to lose the summer and Christmas and Easter vacations.

A22 I personally would not find the time factor the major consideration. At the present time (and for many years) I spend considerable time on my classroom and administrative work outside of official school hours.

A24 Holding an administrative position often means classroom teaching is included, as in my case.

A30 Women administrators really do have to work much harder than their male counterparts to almost justify their existence.

A34 I have been employed with the E.P.S.B. sixteen years and have received promotions when I applied. I have no complaints.

A45 Women in administrative positions enjoy Supervision/Administration time on an equal basis with men. S/A time is determined by size of enrollment. Teaching load would be reduced for teaching administrators, hence how could an administrative position be more time consuming than a classroom teaching position???

A46 I don't think an administrative position could be more time consuming than my present class is!
--I wouldn't want to lose touch with the classroom completely.
--An administrative position to me means more responsibility, more diplomacy, more P.R. (better communication skills with adults.)

A50 I am in the fortunate position whereby I had been offered my administrative position (and prior to my husband's position!)

Teachers (Matched Group)

T3 I feel that more men are appointed because more men apply. Decision [to apply] would be relative to factors other than time involved.

T8 I have been an administrator for the past twelve years and just this year have given it up. It has become far more time consuming in the past few years and I believe a person is entitled to some home life and recreation of one's own choice. There is more to life than just "school problems" and I found myself more and more deeply involved in just that one narrow field.

T11 School boards appear to have preference for male administrators and this should definitely be changed, as women are just as capable in this type of administration.

T13 Most women in administrative positions have made their career their first or prime interest. I feel I have other interests (my home, my family) which take a great deal of my time now. This may change when I'm still older, but for now I don't see how I could combine all this and an administrative position; I'm not an exceptional person which you should be to do all this.

T14 As an administrator one loses contact with students. I feel I can do more good in a classroom. One is much closer to students (feelings, understandings, problems).

T15 Women in Alberta, in teaching for example, have applied and reapplied for administrative positions, largely to be ignored for the usual not-quite-satisfactory reasons. Although female teachers with administrative ability are now occasionally successful in obtaining jobs they want, the situation is still fantastically lopsided. Hence the waste in administrative potential is shocking.

T18 Many young, very capable women are passed up because of their own doing. They feel a stronger sense of obligation first to home and family than to some time-consuming administrative position.

T19 It is not so much the time involved in an administrative position as it is the added responsibility and resulting pressure that makes it impossible for a person with an already full load of work, home and family.

T23 I have three times been offered principalships; twice offered the chance to initiate special programs for students with learning problems; several times (at least once yearly) positions as reading specialist have been offered. My sex has not prevented me being offered administrative posts. Being a good administrator costs more than I am willing to pay, and I have not the personality for it. I am highly fulfilled in my present role, I am not a status seeker.

T24 At times I feel women try too hard in administrative positions because they feel that more is expected of them. As yet the number of women in administrative positions is so small that the pressure of society makes the situation unnatural.

T25 I cannot see any difference for having a male administrator over a female administrator. A female with ability, competence and capability would make just as an efficient administrator as a man.

T29 Am not interested in administration.

T37 A woman in administrative position has to work twice as hard to prove she's 'capable' of being an administrator. A male administrator can 'sloff' off and not much is said. The 'expectations' of a female administrator are too high both by the school board and the staff -- especially women. Many are a menace to a 'female' administrator for there's resentment.

T38 The fact that there are more male administrators could mean the board is preferential to them but not being on the board, I can't say.

T41 Since I am considering retirement this year I would not take on added responsibilities.

T40 I have noticed that both male and female teachers respond to male authority and decision more readily than to female authority and decision.

It has been my experience that women can organize their own work as efficiently as any man, but men can organize the work of many people more efficiently.

T44 Was offered the one [staff position] I have. I like the one I have.

T49 School boards prefer men in administrative positions.

T50 Some of the questions I might have answered differently but bringing up two teenage boys alone does not give one too much leisure time at the moment and for that reason I have no aspiration momentarily for higher positions.

Teachers (Random Sample)

R2 Re question 12 I am undecided. I have taught in three schools under principals (male) who were not adequate to the job. I feel I must choose among these paths: 1) accept the situation of working under these conditions; 2) attempt to have the job myself; 3) find another line of work; 4) stop working.

I expect to spend most of my life working. I will probably narrow it down to become an administrator myself or finding another line of work. When working with a poor administrator, I find the school too dreary and unstimulating, a poor place to spend one's working life.

I want to talk to some female administrators to learn from their experience. I expect to find the male administrative hierarchy to make advancement difficult for women. I find that male teachers are very threatened by "women's lib." Since male teachers are often less hardworking than women teachers, I think this point of view is understandable, though not admirable.

Before applying for advancement, I would want to get my M.A. in administration and to have had any children. I would have to compensate for my sex.

I expect competition to get tough because of the declining school enrolment. Also, without advancement teaching is in many ways, a 'dead-end' job.

R6 I feel (an impression) that advancement in administration is much more difficult for women than it is for men. Partially because women do not actually apply for administrative posts and tend [to] break up their careers for child rearing purposes but also because there is prejudice against women in education administration.

R8 At present an administrative position would remove me from the classroom (gymnasium) where I prefer to work and from direct teaching contact with the students. Therefore I am not interested in administration at this time.

R26 Amount of challenge in job.

R29 I personally do not care for administrative duties and at this time am not interested in applying for one.

R30 Do you think an administrative job would be less interesting and stimulating than teaching -- yes.

R33 I would not apply for an administrative position at this point as I plan to begin a family in the near future. However that does not rule out the possibility of applying ten or fifteen years from now.

R45 I would turn down a position that did not interest me.

R51 I don't think I would like to apply for an administrative position again, knowing how two-faced certain directors in Central Office are. I've had three letters from them in the last few years regarding transfers and appointments and I know that each is a damned lie.

R53 It would be interesting to establish whether or not your respondents feel that acceptance of female administrators is changing. I think it is important to know if teachers are optimistic about an improving climate of equal opportunity.

CODING OF BASIC QUESTIONS FOR READING OF TRANSCRIPTS[1]

1. Did your own mother work outside the home?

2. What type of work did she do?

3. Why did she work? What reasons did she give?

4. What expectations did your parents have for you when you were growing up? Which received the most emphasis -- marriage or a career?

5. When you were growing up what influenced you toward your career choice?

6. If you had the opportunity to change from teaching to some other occupation (without loss or salary or status) do you think you would? Why or why not?

7. Would you want a teenage daughter to go into teaching? Would you want her to make it a lifelong career? Why or why not?

8. How much career opportunity is there for an ambitious, beginning teacher today as compared to five years ago?

9. Do you think there exists in society generally a stereotyping of men and women as having certain ascribed characteristics?

10. Do you think there is much truth to the stereotyping?

11. Do you think there is any need for change in definitions of what is described as 'masculine' behaviour and what is 'feminine' behaviour?

12. Do you think that these role definitions are changing?

13. At the present time do most married female teachers that you know accept the primary responsibility for the home?

14. Do you believe that by and large this primary responsibility is accepted willingly?

15. What do you think is the greatest source of satisfaction for women teachers -- life outside school/career? For men? For yourself?

16. Have you ever worked for a woman principal?
17. How would you compare her ability as an administrator with men in similar positions?
18. Do you think that women are considered seriously for positions in the educational hierarchy? At what level?
19. On what do you base your opinion?
20. If you got a letter inviting you to apply for an administrative position how would you react.
21. School A............
22. School B............
23. What are the main duties of the administrators in your school?
24. Does this kind of work appeal to you?
25. Why have you applied/not applied for an administrative position?
26. What factor (or factors) influenced you most in making your decision?

---

[1] For the convenience of the reader, the left hand margin numbers correspond with the left hand margin numbers on the transcripts.

ALLOCATION OF PARTICIPANTS' RESPONSES TO CODING CATEGORIES (ADMINISTRATORS)

Item and Response Category	Respondents' Code No.
1. Did your mother work outside the home?	
(a) Yes	A51
(b) No	All other participants
2. Type of occupation:	
(a) Teacher	
(b) Nurse	A51
(c) Secretary	
(d) Other	
3. Why employed	
(a) Financial	A51
(b) Other	
4. Parental Expectations	
(a) No clear expectation	A02;A18;A30;A49;A51
(b) Education	A22;A24;A29;A41
(c) Marriage	
(d) Other	A21
5. Emphasis	
(a) Not made clear	A18;A30
(b) Career	A21;A22;A24;A29;A51
(c) Marriage	
(d) Career and marriage	A02;A41;A49
5. Reason for Career Choice	
(a) Restricted opportunity	
(b) Finance	A02;A21;A49
(c) Wanted to teach	A24;A30;A51
(d) Parents wanted it	A18;A41
(e) Not clear/no response	A22;A18
6. Change from teaching	
(a) Yes	A22;A49
(b) No	A21;A24;A29;A41;A51
(c) Perhaps	A02;A18;A30
Reason for changing	
(a) No response	
(b) Salary	
(c) Job pressures	A30
(d) New challenge	A02;A18;A22;A49
7. Daughter to go into teaching	
(a) Yes	A18;A21;A22;A24;A29;A41;A49;A51
(b) No	A30
(c) Perhaps	A02

Item and Response Category	Respondents' Code No.
Teaching as a life-long career for daughter	
(a) Yes	A49;A18;A21;A24;A29
(b) No	A02;A30
(c) Undecided	A22
(d) Make own decision	A51;A41
8. Career opportunity in teaching as compared with five years ago	
(a) Less	A02;A18;A29
(b) More	A51;A21;A24
(c) Same	A49;A22;A41
9. Stereotyping	
(a) Yes	A02;A18;A22;A24;A29;A30;A41;A49;A51
(b) No	A21
10.Truth to stereotyping	
(a) Yes	A18;A24;A30;A51
(b) No	A02;A21;A22;A29;A41;A49
11.Need for change	
(a) Yes	A02;A18;A22;A24;A29;A30;A41;A49;A51
(d) Don't know	A21
12.Are role definitions changing?	
(a) Yes	A02;A18;A22;A24;A29;A30;A49;A51
(c) Undecided	A41
(d) Don't know	A21
13.Accept primary responsibility for the home	
(a) Yes	A02;A18;A21;A22;A24;A30;A41;A49
(b) No	A29;A51
14.Responsibility willingly accepted	
(a) Yes	A02;A18;A21;A22;A24;A30;A49
(b) No	A29;A51
15.Source of main satisfaction for women teachers	
(b) Outside school	A02;A18;A30;A41;A49
(c) Balance	A21;A24;A29;A51
(d) Distinction between married/others	A22
Source of main satisfaction for men teachers	
(a) School	A02;A18;A21;A24;A30;A41
(b) Outside school	A49
(c) Balance	A22;A29;A51

Item and Response Category	Respondents' Code No..
Source of main satisfaction for self	
(a) School	A22;A24;A30;A41;A49
(b) Outside School	
(d) Balance	A02;A18;A21;A29;A51
16. Worked for a women principal	
(a) Yes	A24;A30
(b) No	All others
17. Rating of a woman principal	
(a) less ability	
(b) Same ability	A24;A30
(c) More ability	A30
18. Are women applicants seriously considered?	
(a) Yes	A21;A22;A30;A49;A51;A29
(b) No	A02;A18;A24;A41
Ass't P.(E)	
(a) Yes	A02;A18;A21;A22;A24;A29;A30;A49;A51
(b) No	A41
(c) Undecided	
Principal(E)	
(a) Yes	A02;A18;A21;A29;A30;A49;A24;A51
(b) No	A41
(c) Undecided	A22
Principal(J.H.)	
(a) Yes	A21
(b) No	A02;A24;A22;A30;A41;A49;A51
(c) Undecided	A29;A18
Principal(S.H.)	
(b) No	All participants
Supervisor	
(a) Yes	A02;A18;A21;A22;A29;A30;A49;A51
(b) No	A24;A41
Director	
(a) Yes	A21;A29;A51
(b) No	All other participants
Superintendent	
(a) Yes	A51
(b) No	All other participants
19. Base for opinion	
(a) Exp./Observation	A02;A18;A21;A22;A24;A49;A29;A41;A51
20. Invitation to apply for another position Reaction:	
(a) Surprised/pleased	A49;A51
(b) Other	A02;A18;A21;A22

Item and Response Category	Respondents' Code No.
Would apply	
(a) Yes	A02;A24;A29;A49
(b) No	A22;A30
(c) Perhaps	A21;A41;A51
21. School A	
(a) Man	A18;A22;A24;A29;A30;A41
(b) Woman	A02
(c) Either	A21;A49;A51
22. School B	
(a) Man	A18;A30;A49
(b) Woman	A02;A21;A22;A24;A29;A51
23. Main duties of an administrator	
(a) Curriculum	A02;A21;A30;A41
(b) Leadership	A24;A49;A29
(c) P.R.	
(d) Routine tasks	
(e) Other	A22;A51
24. Does administration appeal to you?	
(a) Yes	All participants
25. Why did you apply?	
(a) Someone suggested it	A02;A21;A24;A30;A51
(b) Widen educational influence	A29;A41
(c) Challenge	A49
(d) Ability to do the job	A24
26. Most important factor:	
(a) Suggestion to do so	A02;A21;A24;A30;A51
(b) Interest in total school program	A22;A41
(c) Workload of marking	A18
(d) Wanted to work with adults and children	A29
(e) Challenge	A49

ALLOCATION OF PARTICIPANTS' RESPONSES TO CODING CATEGORIES
(MATCHED TEACHER GROUP)

Item and Response Category	Respondents' Code No.
1. Did your mother work outside the home?	
(a) Yes	T15;T26;T28;T43
(b) No	T02;T10;T37;T42;T47;T50
2. Type of occupation:	
(a) Teacher	T26;T28
(b) Nurse	
(c) Secretary	
(d) Other	T15;T43
3. Why employed?	
(a) Financial	T15;T28;T43
(b) Other	T26
4. Parental Expectations:	
(a) No clear expectation	T02;T10;T15;T47
(b) Education	T26;T28;T37;T43;T50
(c) Better life	
(d) Marriage	T42
Emphasis:	
(a) Not made clear	T02;T10;T15;T37
(b) Career	T43;T47;T50
(c) Marriage	T26;T42
(d) Career	T28
5. Reason for Career Choice	
(a) Restricted opportunity	T02;T26;T43;T50;T47
(b) Finance	T28
(c) Wanted to teach	T10;T37;T42
(d) Parents wanted it	T15
6. Change from teaching	
(a) Yes	T02;T15;T47;T50
(b) No	T10;T28;T42;T43
(c) Perhaps	T26;T37
7. Reasons for changing:	
(c) Job pressures	T02;T26;T37
(d) New challenge	T15;T50
(e) Other	T47
7. Daughter to go into teaching:	
(a) Yes	T10;T28;T42
(b) No	T37;T47;T50
(c) Undecided	T02;T15;T26;T43

Item and Response Category	Respondents' Code No.
Teaching as life-long career for daughter:	
(a) Yes	
(b) No	T37;T47;T50
(c) Undecided	
(d) Make own decision	T02;T10;T26;T28;T42
8. Career opportunity in teaching as compared with five years ago:	
(a) Less	T10;T15;T26;T47
(b) More	T28;T50
(c) Same	T02;T37;T42;T43
9. Stereotyping	
(a) Yes	T02;T10;T15;T26;T37;T43;T50
(b) No	T28;T42
(c) Undecided	T47
10.Truth to Stereotyping:	
(a) Yes	T02;T10;T43;T50;T15
(b) No	T26;T28;T37;T42;T47
11.Need for change: in stereotype	
(a) Yes	T02;T10;T15;T26;T37;T50
(b) No	T42;T43
(c) Undecided	T47
12.Are role definitions changing?:	
(a) Yes	All participants except T47
(b) No	
(c) Undecided	T47
13.Accept primary responsibility for the home:	
(a) Yes	All participants except T42
(b) No	T42
14.Responsibility willingly accepted:	
(a) Yes	T02;T10;T15;T28;T37;T42;T43;T50
(b) No	T47
(c) Undecided	T26
15.Source of main satisfaction for women teachers:	
(b) Outside school	T02;T37;T47
(c) Balance	All other participants
Source of main satisfaction for men teachers:	
(a) School	T10;T15;T26;T43
(b) Outside school	T02;T37;T47
(c) Balance	T28;T42;T50

Item and Response Category	Respondents' Code No.
Source of main satisfaction for self	
(a) School	T37;T43
(b) Outside school	T02;T47
(c) Balance	T10;T15;T26;T28;T42;T50
16.Worked for a women principal:	
(a) Yes	T26
(b) No	All other participants
17.Rating of a women principal:	
(c) More ability	T26
18.Are women applicants seriously considered?	
(a) Yes	T10;T15;T42
(b) No	All other participants
Ass't P.(E.)	
(a) Yes	All participants
Principal (E.)	
(a) Yes	T02;T10;T15;T26;T42
(b) No	T28;T37;T43;T47;T50
Principal (J.H.)	
(b) No	All participants except T15;T16
(c) Undecided	T15;T16
Principal (S.H.)	
(b) No	All participants
Supervisor	
(a) Yes	T10;T15;T42
(b) No	All other participants
Director	
(a) Yes	T10;T42
(b) No	All other participants
Superintendents	
(b) No	All participants
19.Base for opinion:	
(a) Exp./Observation	T02;T10;T26;T37;T42;T43;T47
(b) Other	T15;T28;T50
20.Invitation to apply:	
(a) Surprised/Pleased	T02;T15;T26;T42;T50
(b) Other	T10;T37;T47
Would apply:	
(a) Yes	T02
(b) No	T10;T28;T42;T43;T47;T50
(c) Undecided	T15
21.School A	
(a) Man	T10;T15;T26;T28;T43
(b) Woman	T37;T42;T50
(c) Either	T02;T47

Item and Response Category	Respondents' Code No.
22. School B	
(a) Man	T37;T50
(b) Woman	T26;T43
(c) Either	T02;T10;T15;T28;T42;T47
23. Main duties of an administrator:	
(c) P.R.	T37;T42
(d) Routine tasks	T02;T26;T28;T43;T47;T50
(e) Other	T15
24. Does administration appeal to you?:	
(a) Yes	T28
(b) No	All other participants
25. Why did you not apply?:	
(b) Lacked experience	T28
(c) Job not attractive	T37;T42;T43;T47
(d) Felt there was little opportunity	T15
(e) Interested in present job	T10;T26
(f) Other	T02;T50
26. Most important factor:	
(a) Not interested	T10;T28;T37;T47
(b) Too much pressure attached to the admin. task	T15;T42
(c) Interested in present job	T26;T43
(d) Family	T50
(e) Other	T02

ALLOCATION OF PARTICIPANTS' RESPONSES TO CODING CATEGORIES
(RANDOM TEACHER GROUP)

Item and Response Category	Respondents' Code No.
1. Did your mother work outside the home:	
(a)	R37;R43;R45
(b) No	All other participants
2. Type of occupation:	
(a) Teacher	R43
(c) Secretary	R37;R43
3. Why employed?	
(a) Financial	R37;R43;R45
4. Parental Expectations:	
(a) No clear expectation	R02;R06;R35;R45
(b) Education	R07;R32;R37;R43;R50
(c) Better life	R49
Emphasis:	
(a) Not made clear	R02;R35
(b) Career	R06;R32;R37;R43;R45;R50
(d) Career and marriage	R07;R49
5. Reason for career choice:	
(a) Restricted opportunity	R02;R07;R50
(b) Finance	R43
(c) Wanted to teach	R32;R35;R37
(d) Parents wanted it	R06
(e) Reason not clear/no response	R45;R49
6. Change from teaching:	
(a) Yes	R02;R07;R37;R43;R50
(b) No	R32;R35;R45
(c) Perhaps	R06;R49
Reasons for Changing:	
(c) Job pressures	R07
(d) New challenge	R37
(e) Other	R02;R06;R43;R49;R50
7. Teenage daughter to go into teaching:	
(a) Yes	R32;R35;R37;R50
(b) No	R02;R43
(c) Perhaps	R06;R07;R45;R49
Teaching as a lifelong career for daughter:	
(a) Yes	
(b) No	R02;R06;R07;R37;R43
(c) Make own decision	R32;R35;R45;R49;R50

Item and Response Category	Respondents' Code No.
8. Career opportunity in teaching as compared with five years ago:	
(a) Less	R02;R06;R07;R32;R45;R49
(b) More	R37;R43;R50
9. Stereotyping:	
(a) Yes	All participants except R49
(d) Don't know	R49
10. Truth to Stereotyping:	
(a) Yes	R06;R35;R37;R43;R45
(b) No	R07;R32;R50
(c) Undecided	R02;R49
11. Need for change:	
(a) Yes	R35;R02;R06;R07;R32;R43;R45
(b) No	R37;R49
(c) Undecided	
(d) Don't know	R50
12. Are role definitions changing?	
(a) Yes	All participants except R49
(b) Don't know	R49
13. Accept primary responsibility for the home:	
(a) Yes	All participants except R07
(c) Undecided	R07
14. Responsibility willingly accepted:	
(a) Yes	R06;R32;R37;R43;R45;R49
(b) No	R07;R35
(c) Undecided	R02;R50
15. Source of satisfaction for women teachers:	
(a) School	R32;R35;R45
(b) Outside school	R06;R07;R37;R50
(d) Distinction between married/not married teachers	R43
(e) Don't know	R02;R49
Source of satisfaction for men teachers:	
(a) School	R35;R43;R45;R50
(b) Outside school	R07;R32;R37
(c) Balance	R06;R49
Source of satisfaction for self:	
(b) Outside school	R02;R07;R35;R37;R43
(c) Balance	R06;R32;R45;R50

Item and Response Category	Respondents' Code No.
16. Worked for a woman principal	
(b) No	All participants
18. Are women applicants seriously considered?	
(a) Yes	R35;R45;R50
(b) No	R02;R07;R32;R37;R43;R49
(c) Undecided	R06
Ass't P. (E.)	
(a) Yes	All participants except R02;R50
(b) No	R02;R50
Principal (E.)	
(a) Yes	R32;R35;R43;R45;R49
(b) No	R02;R37;R50
(c) Undecided	R06;R07
Principal (J.H.)	
(a) Yes	R35
(b) No	R02;R06;R07;R32;R37;R43;R45;R50
(c) Undecided	R49
Principal (S.H.)	
(a) Yes	R35
(b) No	R02;R06;R07;R32;R37;R43;R45;R50
(c) Undecided	R49
Supervisor	
(a) Yes	R35;R49
(b) No	All other participants
Director	
(a) Yes	R35
(b) No	R02;R06;R07;R32;R37;R43;R45;R50
(c) Undecided	R49
Superintendent	
(b) No	All participants except R49;R35
(c) Undecided	R49
(d) Don't know	R35
19. Base for opinion:	
(a) Experience/Observation	All participants except R35;R45
(b) Other	R35;R45
20. Invitation to apply:	
(a) Surprised/Pleased	R02;R06;R07;R37;R43;R50
(b) Other	R35;R45
Would you apply?	
(a) Yes	R35;R37;R50
(b) No	R02;R32;R49
21. School A	
(a) Man	R50
(b) Woman	R07;R32;R35;R37;R45
(c) Either	R02;R06;R43;R49

Item and Response Category	Respondents' Code No.
22. School B	
(a) Man	R07;R45
(b) Woman	
(c) Either	All other participants
23. Main duties of an administrator:	
(c) P.R.	R35
(d) Routine tasks	R02;R06;R07;R32;R37;R43;R50
(e) Other	R45;R49
24. Does administration appeal to you?	
(a) Yes	R02;R06;R35;R43
(b) No	R32;R37;R49;R50
(c) Undecided	R07;R45
25. Why did you not apply for an administrative position?	
(b) lacked teaching experience	R50
(e) Interested in present job	R32;R37;R49
(f) Other	R02;R07;R35;R43;R45
26. Most important factor:	
(a) Not interested	R45
(c) Interested in present job	R32;R37;R49
(d) Family	R43
(e) Other	R06;R50;R07

RESPONSES FROM THE ADMINISTRATIVE SAMPLE

Code: A02

1. No

4. I would be undecided about that because I had five brothers and I think I was the afterthought ... the joy perhaps ... I think it would be pretty well shared.

5. I suppose a scholarship more than anything else ... and money not being available.

6. I might perhaps because I like working with personnel.
   [And this would be your reason?]
   Yes ... I'm not dissatisfied with teaching.
   [Would it be the challenge of something else?]
   I think working with adults might be a little more challenging...

7. Not unless she had a great deal of stamina.
   [Would you say "Perhaps"qualifying it that she had to have stamina?]
   Yes ... I think it is a marvelous thing for a young person to have that teaching certificate especially a young lady.
   No, I don't think so ... I think the days of thirty-five years of service have gone.

8. I think there is a great deal less ... tight budgets and so on, fewer people employed, fewer consultative and administrative tasks...

9. I think so.

10. No but we are saddled with it.

11. Yes, I think we just ought to have 'behaviours.'

12. Yes
    Yes, if we work at them. We are the worst offenders with our "Little boys do this and little girls do that."

13. I think so.

14. I suppose it is their traditional role.
    [Do you think it is a willing acceptance?]
    Yes ... I think they all like that nesting...

15. I think with many of them it is life outside because their family is first.
There again because it's more career oriented I think school comes first. I would like to say that it is a blend... I don't know whether it is or not. I don't want to reach the stage of retirement and find that I have nothing but school.

16. No ... I don't know where you would have found one two years ago...

18. I think there is tokenism.
[Are you saying 'No'?]
I think so....
Ass't Principal (Elem.) -- Yes ... but now with the great clamour and not enough assistant principals they are even cleared out of that spot...
Principal (Elem.) -- Percentage-wise because fewer women apply.
[Assume that they have applied.]
I think they are being considered. I keep saying that we are like the Indians, we no longer have to fight our battles ... Others are fighting them for us.
J.H. Principal -- I don't know of any and I don't think they would be considered unless there is an elementary-junior high combination.
S.H. Principal -- Unheard of.
Supervisor -- Yes
Director -- I've known two ... but I don't think women are very seriously considered for those positions. There just aren't enough jobs to go round so they are not wasting them on women.
Superintendent -- No.

19. Direct knowledge of one large, urban system.

20. I would look it over carefully because I am a cautious person and I'm not going to jump from the frying pan into the fire ... I have to be comfortable too.
[Would you probably apply?]
Yes ... have done ... will do.

21. Must be a women ... they tend to details. A man wouldn't want to be concerned about setting a rule and enforcing it without exceptions.

22. I think that could be either because to me that is the solution.

23. Curriculum is the main task and in order to achieve a good program I feel that I am a facilitator.

24. Yes

25. A lady in our central office suggested it ... I guess I come from an old school ... We don't say "Hey, look at me!" We wait until someone comes ... I'm getting over that, however.

26. [Would you say that the factor that most influenced you was a push from somebody else?]
I guess ... Things have changed a great deal in the last eight years. At that time you really had to insist upon your rights but now you are accepted.

L

Code: A18

1. No

4. I come from a family of seven children and my parents just wanted us all to live up to our own potential.
Neither -- they didn't interfere...

5. My dad always cultivated our talking and speaking ... He wanted me to be a teacher and I didn't want to be ... I was going to go into law or journalism. As soon as he didn't mention it any more then I decided to be a teacher because he was a teacher.

6. I might ... I love teaching and I love my job ... I tend to find there is not enough challenge left in it and if I could get into a different job with the same pay ... I would be tempted because occasionally, I must admit, I'm getting bored ...

7. Surely
Sure

8. There is tightness in educational money ... I would tend to think it is less... The population in junior high and senior high is decreasing all over the city -- except in my area.

9. Very definitely

10. Some truth to stereotyping? Yes there is.

11. Yes. When you are describing subject choices or career choices to kids it should be either boys or girls ... you should spell it out to them. Because of the stereotyping they have to be encouraged to take either a course or career that is normally for the other sex.

12. Very definitely.
    Yes

13. Yes

14. Yes

15. It's very difficult ... For a lot of teachers that I know it is the life outside a school.
    I had a discussion with some men teachers the other day and the school was their career.
    I couldn't live one without the other...

16. No

18. No
    Ass't. Principal (Elem.) -- There are a few ...
    Principal (Elem.) -- Yes
    J.H. Principal -- There are a few and there should be more
    S.H. Principal -- There are none. [Do you think they are considered?]
    They say they are but I don't think so ...
    Supervisor -- Yes
    Director -- No
    Superintendent -- No

19. If I were to try and decide whether they were considered or not all I could do was look and see how many actually had jobs as supervisors, as principals, as assistant principals and because there are not too many I can only surmise two things: not enough applied or else they are not considered to as great an extent as men are. I would say that there is a bit of truth in both ... I would say that women tend not to apply plus I think that they are not considered quite as seriously... Because so many of them hold the homelife dear they don't particularly wish to subdivide their personality and their life even more and so if they achieve -- let's say -- the assistant principal level this is usually enough. They have done enough to fulfill their heart and soul plus the fact that they don't have the final responsibility of having to devote perhaps one hundred percent of their life to the school.

20. I'd really think about it. It would depend how old my children were... I consider that I give almost one hundred percent of the time that I'm prepared to give right now. I think in many ways a principal's job is easier than the one I have right now and it might be a better one to pick but I also feel that the

depth of responsibility is greater than the job I have now and I may wonder if I am prepared for that type of commitment when I have children.

21. I don't stereotype like that ... man or woman I can't answer...

22. I think you expect an answer ... I'd like to take a flyer and say that School B has a woman and School A has a man. Now that is being completely prejudiced but I think women are more human, more trusting and more perceptive.

23. --

24. Yes

25. I guess if you can say I applied ... it wasn't an actual application -- I just showed an interest. I think it was the fact that I no longer had the heart, the steam and the blood to do so much English marking...

26. The workload of marking... I had spent too many years as an English teacher.

Code: A21

1. No

4. Medicine ...
I think ... a career.

5. The after effects of legislation that bankrupted my father's business.

6. No
I think I get great job satisfaction out of what I'm doing now.

7. Yes
I wouldn't have any objection.
I would hope that she would get the same job satisfaction that I have...

8. I would think there is more opportunity because of the diversity of job specification.
[Within teaching?]
Yes

9. No

10. No

11. I have no opinion

12. No -- I have no opinion

13. Yes

14. Yes

15. I don't know -- a blending of both.
They are more career oriented.
A blending of both...

16. No

18. Yes
Ass't. Principal (Elem.) -- Yes
Principal (Elem) -- Yes
Principal (J.H.) -- No
Principal (S.H.) -- No
Supervisor -- Yes
Director -- Yes
Superintendent -- No

19. On my experience in administration.

20. I would want to know why I was being asked to take it ... I have already been asked several times.
[Do you think you would apply?]
It would depend on the problems that they wanted me to solve.

21. I don't think there is any indication that it's either one.

22. Can't tell

23. Curriculum, public relations, staff morale.

24. Yes

25. I didn't
[Did you get a push?]
The assistant superintendent ... I was too expensive to keep in the classroom in those days...

26. [Was getting a push the main factor that influenced you?]
Yes

Code: A22

1. No

4. I think that they expected that I would go to the University ... education was sort of at the back of their minds... Probably a career.

5. I come from a family of teachers ... I did lean toward Home Ec. though... it [teaching] was a sort of last minute choice... I suppose the subjects that I was strongest in and so on.
[Wouldn't you have taught Home Ec.?]
Probably not because the Home Ec. leanings that I had would have been more for my own purpose rather than teaching. I don't know ... I think the idea of teaching was pretty early instilled. I had always enjoyed school.

6. I think I could be happy in something else -- I'm not just sure where my talents lie though ...
Simply because I have spent quite a few years in teaching and I've enjoyed them and I haven't found them boring or anything of the sort but I am kind of looking for new things ...

7. I think so...
Hard to say ... not necessarily ...
I'm not sure that it has changed a whole lot ... I think a person can do well in the field but I am not just sure that there are any more positions at the top that a person can aspire to.

9. I think there is a tendency -- yes.

10. I don't think there are clear cut differences ...

11. In some cases -- yes.

12. I think so.
I believe so -- to a point.

13. I would suspect they are.

14. I don't know too many who would be unwilling ... I think they have accepted it.

15. I think a lot of married women would overemphasize or overbalance the life at home and I think the ones who lean a little bit toward their career are the single ones ... although there are exceptions in both cases.
I think there is less difference in single and married men in gearing themselves towards their work... I suppose they have opportunities to become more wrapped up in their professional organizations and so on which do tie in with their work more than quite a few women who are doing housework...
[So maybe it is both?]
I think it is both.
I try to balance it but I must say that I give quite a bit of time to my work...
[Do you think it is 'career'?]
I would think so.

16. No

18. I think they are being considered ... yes.
Ass't. Principal (Elem.) -- Yes
Principal (Elem.) -- Some consideration ... I don't know whether it is equal.
J.H. Principal -- Very little consideration
S.H. Principal -- Practically none
Supervisor -- Yes
Director -- I don't know
Superintendent -- I don't think there has been any serious consideration yet ...

19. Observation...

20. I would consider it.
At the present time, no.

21. It is hard to say ... giving a snap judgement ... a man.

22. Could be either.

23. Sometimes it is hard to delineate between what I think they should be and what they really are ... a lot of them seem to be just the housekeeping jobs, just the day by day running and operation of the school. There is some participation in educational programs but I don't feel that it is nearly as much as it should be. There is a cursory knowledge of what is going on but not a terribly deep...
[It is yourself we are speaking of ...]
Right.

24. Sometimes I feel that what I'm doing could just as well be done by someone else or that it is of a very temporary nature... I really like programming... I feel I'm useful to a point but then I'm not saying that what I'm doing is necessarily an assistant principal's role... Perhaps I could give more valuable assistance some other way.

25. The thought hadn't really occurred to me until a former principal asked me if I had ever considered it and that got me thinking just a wee bit ...

26. I don't know... for a long time, whether I had recognized it or not, I had been kind of interested in the total school program, not just my own grade, and I was curious and made it a point of checking out people in other grades... I had been coordinator for one year and that gave me a chance to see a little bit more.

Code: A24

1. No

4. A university education...
A career

5. I always wanted to be a teacher right from the time I was in elementary school.

6. No
Because I love teaching.

7. Yes
Yes
I think it is a very rewarding occupation.

8. I would think ... probably a bit more. There are different types of jobs available ... our society is becoming more structured and educational institutions are the same. In the last few years there are ... not just consultants but C/As ... and in the higher positions you have the assistants to the ... [assistants]

9. Yes, I think it's there.

10. I think so.

11. Yes, I think it should be changed.

12. There is certainly pressure being brought to bear to change them ... yes.
    I think it will.

13. I think it pretty well falls to the woman ... but I think the men are helping more than in the past.

14. Yes

15. It's a balance
    Career
    Career

16. Yes

17. Equal

18. Well they say they are, whether they are in fact ... They go through all the motions, let's put it that way, I think perhaps that the bias is there.
    Ass't Principal (Elem.) -- Yes
    Principal -- Not as much
    All others -- No

19. The present central administration ... even in such areas as Early Childhood, for instance, we get a director who is a man ... I think we should have a woman in there.
    [Is he better trained than a woman?]
    No, he is not trained in Early Childhood at all.

20. Oh, I would apply. I intend to apply -- probably next year.

21. I would guess a man. I don't know whether it was this word 'firmly' that had something to do with it. I think a woman might put herself in the position of some other woman ...

22. I think that could be either.

23. Facilitate instruction ... and give leadership in curriculum.

24. Yes

25. I suppose I applied in the first place because I had had extra training and I felt that I should use it.
    [Did anyone suggest that you apply?]
    Oh yes, I have had principals who suggested it.

26. [Would you say that this was the factor that influenced you most?]
I think it certainly helped because at one point I had no interest in it. But I found too that there were things happening in the administration of the schools... I thought that the only way I was going to influence my thinking in a certain way was to maybe get in there...

Code: A29

1. No

4. A university education
Career

5. My teachers ... although that's really an unfair statement because I think my mother and father at the same time had high expectations for me.

6. I'd never change because this is my commitment.

7. Yes
Yes. Because I think you can help children and people and society ... you get to understand children. I think you have a definite contribution.

8. Woman teacher? That's a difficult question because I think there were more opportunities in terms of the kind of job where a teacher can move up into what we call a curriculum associate which have sort of been wiped out now ... and there were more of these types of people at that particular time... and I was one of these ... whereas now the opportunity to become a consultant may be one job and there are many people applying for that one job. And so therefore to be recognized you have to be extremely outstanding whereas you may have had a chance as a curriculum associate to show some competency.
[So you would say that it is less than five years ago?]
Yes I think so.

9. Yes

10. No, I don't think there is.

11. Maybe you're aware of it but there was an article in last night's paper about the textbooks in Alberta ... and the stereotyping of women in terms of jobs and personalities... I can't see why we

have to say "the mother role" and "the father role" -- these are shared responsibilities.
[So you think there should be a change?]
Yes

12. Yes, I think they are ... slowly. There is more awareness ... I think this has something to do with our economy too ... if we are placed in a position where it's very difficult for a family to exist on the father's salary then this has an influence on the mother going back to work and there has to be shared responsibility and the role has to change. So I think the economy has a great deal to do with the change now ... and might precipitate it.

13. No. I would say for a lot of the ones I know this role is changing ... it's more of a shared responsibility. Many teachers that I know who are married their husbands happen to be teachers therefore there is an understanding here ... This one thing that is important. It depends on whether your husband happens to be an engineer or a teacher or somebody with some kind of feeling towards teaching ...

15. It seems to be a balance. If you have a happy marriage this flows over into your kinds of feelings at school because you bring a happy outlook and you are more successful here.
Well -- I think it depends on the personality of the man.
[How many men do you have on staff?]
Three ... one isn't married. I feel strongly about this -- it is a balance.
It is very much of a balance in our relationship.

16. No I haven't.

18. I think it has improved ... people are looking at qualifications of people... if they have the qualifications then they are looking at them in terms of being able to fit into a job.
However, I do feel ... it's the same as the negro/white problem ... that maybe you have to do a little better than what a man might have to do.
Now that's a personal judgement -- maybe it's not true at all!
Ass't (Elem.) -- Yes
Principal (Elem.) -- Yes
Principal (Junior High) Yes but qualifying that ... I think they are going to look as they did with me when I applied -- you've got to have a lot of experience.

Principal (Senior High) I know of one senior high principal in a rural area that's a woman. Why? I don't know.
Supervisor -- Yes -- it's easy, I think.
Director -- Yes -- It's possible.
Superintendent -- Not in a large system.

19. I base my opinion on past records ... experience. I had been assistant principal of a junior high school. The reason why I didn't get into the position of principal in the particular school that was in question was that I did not have enough experience.

20. I'd apply.

21. I'd say a man. Why? Because he might have to look after the children at school and he may go home for lunch ... he may feel that's beyond his duty. Besides he may not have the cooperative role we've been speaking about...

22. This could be either/or.

23. My No.1 responsibility is to see that the children in a school are provided with an education that will put them in a position where they can be accepted as members of society.

24. Yes

25. Well I have always been a person that has been a champion for children. I like people... and I've had some experiences where my former administrators thwarted me for doing some of the things that were atypical. I wanted to be in a position where if a teacher who was creative came to me and wanted to try something that I would be able to facilitate that particular project for her.

26. I like people ... I like to be with people ... people are my life. I get a great deal of stimulation from working not only with children but also with adults. I think this is what life's really made up about ... I could never be a hermit.

Comment

I feel that there is a definite change in the status of women as far as education is concerned.
[Do you think they are receiving more encouragement from Central Office?]

I don't know whether its more encouragement or whether society itself is accepting the fact that perhaps women have equal intelligence. I think that we've been fighting the fact that maybe women haven't been capable because maybe they aren't as well educated or maybe they can't make judgements as astutely as men. This is changing... I still find it a bit of a struggle, though, ... I think women who have ability -- I am not speaking of myself but of women in general -- become stereotyped. They tend to speak in a social gathering about educative matters ... when they are expected to assume the social 'cup of tea' type of speech rather than say "What do you think about politics or what do you think about this, that and the other?" You can flip out an answer but as for being serious ... they haven't accepted that as being part of women's role.

Code: A30

1. No

4. They certainly didn't plan anything for me ... they gave me lots of opportunities to widen my scope but they certainly had no intention of steering me to any goal ... far from it.
Neither ... it was a case of "You do what you think would be best."

5. I think I always enjoyed working with children ... when I was small I enjoyed contact with other people. Originally I worked in music ... when I was very young I gave music lessons. I left that field because of the isolation of teaching away from people ... and that moved me into university ... in the field of English. I found that I wanted more interaction with people.

6. Provided the occupation had something to do with people or children ... the salary end to me is not the important thing ... I'm certainly not in it for the money.
To get away from the pressures of the managerial end ... certainly not the teaching. The managerial pressures do get rather intense at times and they have nothing to do with children ... community involvement and all the other sorts of things...

7. Not now I don't think.
I think the pressures ... the demands that are required of beginning teachers and looking in the long term ahead I think that teaching is going to be extremely difficult in the next twenty, thirty years. There are too many constraints, too many

people telling the school what to do ... and I think there is going to be much more dedication to the job [required] than there is now...

8. For a woman ... I think it is limited.

9. Yes

10. It gets so ingrained in people that there must be...

11. Yes

12. I think so ... in the school situation, more of the young teachers are inclined to say to girls particularly, "There are many opportunities for you if you want to explore them." Ten years ago nobody even thought that there were opportunities for girls...

13. Yes ... particularly the primary responsibility for the health of their children in reference to their job ... over and above everything else.

14. For the most part ... they think it's their job and get on with it...

15. I would say the life outside of school.
That's interesting ... I would say ... that a great many of them work hours and hours beyond ... whether this is ambition to get ahead or true interest in their work, I don't know...
I would think that school is important but I think that it is very important to do things outside of school ... I guess I have a dedication to the school probably first and foremost because I don't have a family ... This doesn't negate the fact that I think that outside interests are tremendously important to keep a sense of balance...

16. Yes ... several times ... here and in the United Kingdom...

17. The British example I shouldn't compare because it was an extraordinary example of a woman who was a leader ... the only other one I worked for did managerial tasks equally as well as men ... but I think that all women have weaknesses in certain areas with dealing with other people... Sometimes women are extremely sensitive to working with mothers ... sometimes I think women run into trouble when they come into real confrontation with other women professionally whereas I think a man might make a joke of it and let it gow ... I had two extremely different

women administrators.
[Would you say that one had more ability and the other was about the same?]
Yes

18. I think they are ...
Ass't Principal (Elem.) -- Yes
Principal (Elem.) -- Yes ... all things being equal and the qualifications are there I think they would give them serious consideration.
J.H. Principal -- No
S.H. Principal -- No
Supervisor -- Yes
Director -- No
Superintendent -- No
[A supervisor would ...?]
Well, just knowing our hierarchy, I know that there are quite a few women at the supervisory level. They function very effectively because they are working with adults and they have a sort of limited role ... a well-defined role. But I think that principals, directors and superintendents would be too much against what the public thinks of these people ...

20. No ... I am as far as I am interested in going ... I have no aspirations to go any higher ...

21. Male ... because in every school I've been that's the way they operate...

22. Well -- I would say that it is more likely to be a woman there... Because they are considerate and "O.K. they've brought it ... there must have been a reason..." This doesn't suggest that they can bring it for ever but they can look the situation over ... that would be my philosophy.

23. To see that a good instructional program is carried on ... and coupled with that I think there should be a program for training children to get along with one another ... socializing. They go hand in hand in elementary...

24. Yes

25. The basic thing was that a principal in my school suggested to me that I should go on and get training and apply for an administrative position... I had no indication until he spoke to me about it.

26. Well I had never even thought about it until he talked to me...

Comment

I really do think ... I've only been in administrative positions for four years ... but I would say categorically that you still have to work twice as hard if you are female and I could almost substantiate that with all kinds of things ... I don't know exactly why but I think it is expected of you...

Code: A41

1. She did before she was married.
   [Not after she was married?]
   No

4. They wanted the girls in the family as well as the boys to have an equal education. This is why they sent me on to the university although this was a real burden on the part of the family.
   Well -- this is hard to answer because I was prepared for my career not at the same time as I was getting married. Marriage came after I had started teaching. So I don't know if I can say which received the greater emphasis. I think my parents wanted me to get married -- that was one of their aims in life.
   [It was a natural expectation that you would?]
   Right ... I don't think they stressed it as much as some families.

5. [Did you consider other careers than teaching?]
   No, I didn't. That was due to the financial stresses that my family were in. They felt that they could support me in getting the education for a teacher. I don't think they considered any other career and really I feel that teaching was more my parents' choice than my own ... although I was very happy becoming a teacher.

6. No, definitely not.
   Because I am very, very happy in my work ...
   I don't think there is anything more satisfying in life than teaching children because you can see the progress ... there are not too many other careers where you work with people and see the kind of progress. Maybe with adults there are careers that you can work with people but I don't think you can see the progress that you can with children ... and therefore you get much more satisfaction in that way.

7. Yes, I would but I wouldn't enforce my wishes on her. I don't feel it's fair to state my wishes to her -- I feel it should be her choice... And she was very unhappy when I was going to university. You see, I have never had a full year of university at one time. All my training came in evening courses and this is something that at the time I didn't realise was as hard as it was on her. She feels that to get the education that I had that I had gone through such a struggle and such sacrifice to the family that she feels it's far too much sacrifice to make to become a teacher. Now, she is relating to the kinds of things that she had gone through. Had I had a year, or two, or three, or four of day classes, this would be fine but I have never had a day class in my life except in summer classes ... So this is what has influenced her.

8. It depends on the person. It depends on her ambition. I think a person can reach anything they want to if they have the ambition, the desire and the grind.
[So you think it is about the same?]
As it was five years ago? I really can't see any difference.

9. Yes

10. A lot of those who believe in the stereotype feel that this is true but I don't feel it is.

11. Yes

12. It is hard to say ... they are maybe changing for a while but somehow our background in growing up has a great influence and I think maybe in time people tend not to make the kind of progress that they have in part of their lifetime ... and tend to go back to that.

13. Yes

14. No. I don't think it is accepted willingly.

15. I would say that the most important thing is your home and family. I don't mean the whole period in life but there is a period when the family comes that I would feel that that is your most important part of life.
I think men's most important part in life is their career.
As now or as it was throughout my life? My family is grown up.
I think I have answered those questions according to myself.
When you have a family I think your No.1 obligation is your family ... and even if you're teaching, I still think the family

is No.1 and work is No.2.
[So now its your career but in the past it might have been life outside school?]
Yes, while my child was small it was.

16. No

18. No
[At some levels?]
[Ass't Principal (Elem)] I don't think so.

19. The number of women in comparison to men in administrative positions.

20. If I was interested I would apply.

21. I couldn't say.

22. Those are kind of difficult questions because ... I suppose more related to a man than a woman ... but at present my principal is a man and he is very very considerate in these kinds of situations and so it is very difficult for me to say ... and I have never worked with a woman principal.

23. Supervision of instruction and the administration of the school.

24. Yes -- Number 1 more than Number 2 -- supervision of instruction. I do like Public Relations work in the community -- that appeals to me very much.

25. I really think that I was rather disappointed in the philosophies of early childhood education. I felt that there was such a discrepancy.

26. [as above]

Code: A49

1. No

4. My mother certainly expected me to do exactly the same as the boys in the family if not more. My father, his opinions as to my career were probably typical of all men at that time ... he provided the money ...
My mother definitely stressed career. My father ... marriage was very important. However, he did change his mind as the years went on.

5. I was not going to teach, I was going to take medicine, but as it turned out my father was a farmer and ... there was just no money. I stayed home for two years and the only career open to me really was teaching at that time.

6. I think I'm willing to. I can see myself in a few years time that I will be changing my occupation.
I hope to retire early so that I can do something else... I like new things, I like a challenge. I may go back and take my Ph.D. I don't know...

7. I have a daughter who is in teaching.
She intends to make it a lifetime career. She is married but she also intends to teach. ... I think this is the most marvelous thing she has ever done.

8. I think it depends what field you are in. In some fields of education there is more, in some about the same and some, less. High school administration, for example, there is really less opportunity than there was before.
[Are you rating it as 'about the same'?]
Yes

9. Oh, yes

10. There isn't really ... It is in our minds and it is very difficult to change but it really isn't there.

11. Yes

12. To some extent -- yes.
Yes, I hope so.

13. Yes

14. Whether it is done willingly or not it is done. I suppose they have been indoctrinated -- yes.

15. I would say outside their career ... because a lot of the young girls I talk to are just in there for the time being ... I would say that it was life outside...
I think it is for them too ... I know it is not supposed to be ... but I can't help but listen to the dining room conversation and they are always talking about building boats and doing this -- they are not talking about their work.
At this stage of my life it is my career.
[Do you think it has always been?]
No
[When your children were growing up?]
It was my family ... I had a career as a mother and it was very important.

16. No

18. I would say 'Yes.'
Ass't Principal (Elem.) -- Oh yes ... this is their tokenism.
Principal (Elem.) -- Yes
Principal (J.H.) -- No
Principal (S.H.) -- Definitely not.
Supervisor -- Depending on the field, yes.
Director -- No
Superintendent -- No

19. You can't help but see what is happening...

20. I would wonder about it because at the moment they are not inviting women -- it doesn't matter how good you are for these positions. You have to fight your way and claw your way and ... you just have to be more outstanding than anyone else.
[Would you apply?]
Yes -- if I wanted the job.

21. I can't really tell.

22. Well, I would say it could be a woman because I remember that one year we did this. We did it because I insisted on doing it and I wasn't a principal but the principal listened to me ... Because I was a mother I said to let the kids stay and that I would take the responsibility.

23. There are two -- one is educational leadership and ... to facilitate. It does come to that.

24. Yes

25. The idea of a challenge ... I had been in teaching a long time.

26. [Was it that you wanted the challenge?]
Yes

Comment

I still think that we are fighting a losing battle with our young girls ... they still come and drop courses right and left. They say ... that they are going to get married anyway. Somewhere we are not telling them what it is really all about. They come back here -- and I see them -- three years later with a baby, divorced and furthering their education. Somewhere along the line we are not educating our girls and this does not come out in your questionnaire...

Code: A51

1. Not until I was in high school

2. She was a telephone operator and then she took up nursing.

3. Money

4. I always wanted to be a teacher so they sort of followed ...
Career.

5. Natural desire...

6. No
I can't think of anything I'd rather do.

7. Sure
It would be up to her.

8. I think there is more ... I think it depends on the person. I think there is as much as I want there to be ...
[Why do you think there is more?]
Because of the women's lib. movement.

9. Yes

10. Yes ... I think it is learned behaviour.

11. Oh yes.

12. Gradually in middle class society. I don't see it changing in the lower socio-economic groups.
Hopefully.

13. Most of my friends don't.

14. No ... the few people I know who have to do it themselves ... it is with great frustration and certainly animosity.

15. I would hope both
I think both
Both

16. No

18. They are now
Ass't Principal (Elem.) -- Yes
Principal -- Yes
J.H. Principal -- Not as much
S.H. Principal -- Very Little chance
Supervisor, Director -- Yes
Superintendent -- I don't know of anyone who has applied. I assume that if they had the qualifications they would be considered.

19. Mainly my own experience.

20. It would depend on the position. I'd be pleased to be asked.

21. I wouldn't know.

22. I wouldn't know.

23. I see it as having a pleasant learning climate for students and staff.

24. Yes

25. I was asked to apply for the first two positions that I had ... and I wanted to do something different so I thought I would try the assistant principal and then I decided I would ask for the principalship.

26. A challenge.
[Do you think you would have applied if you had not had a push from someone else?]
Initially? I have often wondered ... I suspect I might not have because I didn't even consider it until I was asked.

RESPONSES FROM THE MATCHED TEACHER SAMPLE

Code: T02

1. No

4. It was never very definite. I know my father told me one time that he didn't think girls needed to go to university which was probably the reason why I was determined I was going to get there. It really wasn't discussed -- it was left up to me.

5. I thought that was something I would be able to do. When I was making my decision there was nursing or teaching ... I really didn't know enough about other careers and I knew I didn't want to be a nurse.

6. Yes, I think I would if I could find something ... I have been trying to think of something for several years that I could do other than teaching ... but I don't know what to do.
Well, I really get fed up with teaching sometimes and I would like to try something else.

7. If I had one who wanted to I would probably tell her what was wrong with teaching and then if she still wanted to I wouldn't stand in her way.
[So perhaps?]
Yes
If she wanted to ...

8. I would think that there was more ... there seems to be a lot of publicity for getting at least one woman into every top position but I don't know if a lot of women have advanced...

9. Yes

10. Yes ... I think it has been taught us.

11. Yes

12. Yes
Yes

13. I think so ... most of the men help them.
[Who feels responsible for it?]
Yes, I think they [women] feel responsible for it.

14. I think so

15. I think it is the things outside school.
I think it is the things outside school.
Outside school.

16. No

18. Not as seriously as men ... On the whole I don't think they are but if someone has very good qualifications then they would be seriously considered...
Ass't Principal (Elem.) -- I hear there are some ... yes
Principal (Elem.) -- Yes
J.H. Principal -- No
S.H. Principal -- No
Supervisor -- Just as seriously ... no, I don't think so.
Director/Superintendent -- No

19. Just whether there are any or not ...

20. Shocked ... I would [apply] if I thought it was something I could do.

21. Can't tell

22. Can't tell

23. To set up timetables, smooth running of the school, discipline problems.

24. Not really

25. I don't think I would be suitable

26. I really don't like organizing adults

Code: T10

1. No

4. It was an assumed expectation that we would all do well and make something of our name particularly.
I think it would be equal.

5. I always wanted to teach school from the time I was little.

6. No
Because I enjoy working with young people.

7. I did have one.
That would be her choice.

8. Less than there was five years ago although I think that for the top students and the ones who would qualify there are jobs available.

9. I think so.

10. There could be ... yes.

11. Oh yes.

12. Yes
Yes

13. I think so -- the ones I know.

14. I think so.

15. I think the blending of each.
Their career.
A blending of both.

16. No

18. I think they are if they apply for them but I don't think they apply for them.
Ass't Principal (Elem.) -- Yes
Principal -- Yes
J.H. Principal -- Not so likely ... no.
S.H. Principal -- No
Supervisor, Director -- Yes
Superintendent -- No

19. Just on my experience ...

20. I wouldn't be interested because I never was concerned about being an administrator.

21. A man... I don't think they have the understanding women do of all the things involved where little children are concerned.

22. I don't think you could tell.

23. Set the policy for the school and to conduct the school for the welfare of all the students involved as well as he can ... and to keep the staff relations harmonious.

24. I wouldn't want to do it.

25. I thought I had enough responsibility with counselling ... and then I had my work at home ... and I just didn't have any desire to be at the top -- it doesn't matter to me.

26. No desire ... I don't need it.

Code: T15

1. Yes

2. The store...

3. It was a family business.

4. My mother wanted me to be better educated than she was. My father was a member of the old school so he didn't ... he didn't think more education was necessary for girls.
Career...
[From your father?]
He didn't really say one way or the other ... I could do as I wished that way. He was very liberal that way. He just felt that there was little use for a girl to get a very high education.

5. I can say that teaching was not my first choice. It was nursing and research. My mother persuaded my father against his better judgement to let me go to university so he said, "You'll have to do what I wish you to ..."
[So it was your father's choice?]
Yes it was ... I don't feel regret especially but at the time I was disappointed because I had my heart set on nursing... Once I started I was not much against it so I stayed with it.

6. Oh I think I would.
I think there are different phases in life and I think when one phase is finished a person should be ready for a challenge, if there is one.

7. I would never tell her anything -- I would just let her see for herself. Perhaps I would.
Well, I think I would be old-fashioned enough to tell her that when her children are small she should be at home. For myself

it was a necessity to work when my son was very small.
[Do you think this did your son any harm?]
No, I don't think so.

8. I would say less. In my personal opinion ... I would say that even when I went through people were given their positions mostly according to qualifications ... and I don't think this now.

9. Yes

10. Half-truth ... most women are actually gentler than men ... in dealing with people and situations. I feel they have always been expected to be this way. They live up to what is expected of them.

11. I think there certainly is.

12. Yes
Yes

13. Yes

14. For most of my friends, I think so.

15. I think it's a balance.
The career is first.
It is a combination of both.

16. No

18. I think we are being more considered.
Ass't Principal (Elem.) Yes
Principal (Elem.) Yes
J.H. Principal -- I hope they would but I really am not sure. I know of some cases where I really wonder...
S.H. Principal -- No
Supervisor -- Yes
Director -- I think she would have to be awfully good ... I think it is possible that she would be considered anyway.
Superintendent -- I don't think so.

19. Well. I think for years the profession has been loaded with women... I think it's only in the last fifteen years that suddenly men have been able to get certain positions and the salaries that go with them... so I think the top salaries are going to be reserved for men. It's not that I feel that they are being unfair but to attract the better people they have to

reserve these positions.

20. I think I would be pleased ... I just might [apply] ... I often feel that administration means the ability to work with other people and as far as the school goes I always felt administrators should be very strong disciplinarians ... and I don't feel this is my strong point...

21. A man, I think ... If this were the case he feels that the noon hour should be kept as free as possible from impositions on the staff ... and even though some mothers may be working they will have to find some means to cope with this problem.

22. Well, I think it could be either.

23. To give good advice in some fields, a certain amount of guidance ...

24. As an administrator it is not just working with teachers ... it is also parents. It doesn't really have that much appeal for me.

25. I think, for one reason, I never really felt I had a chance... I feel, more than ever, that positions are filled through friends and through knowing the right people.

26. I have taken an administration course and I feel that there are so many pressures ... more so now than ever that are put on the administration that I do not look upon those positions with envy. I don't want to get an ulcer.

Code: T26

1. For a small amount of time.

2. She was a teacher.

3. Well. it was during the war and they needed teachers desperately. Also, for a short while, she worked in the post office.

4. They expected me to go to university and to get a university education.
 [Was the education a reserve?]
 No -- a fulfillment, shall we say?

5. Well -- actually I started out in nursing. I changed because I found I didn't particularly like nursing. I looked around and decided to go into teaching.

[Why teaching?]
I liked it and I guess it was convenient at the time as well. It also offered a job which other degrees didn't -- at least a quick job, shall we say?

6. You shouldn't ask that after Easter! That's a difficult one...
I might although I like teaching.
Because you feel the pressures, you know. And there are times when you feel you are in a rut ... and I suppose you are in a rut too.

7. I wouldn't mind.
I wouldn't mind -- I can't dictate to her.
[Why would you want her to go into teaching?]
I have a teenage daughter and I think she would be a good teacher. I think she would enjoy it.

8. I would say less ... Budget restrictions more than anything.

9. Yes

10. No

11. Yes, I do.

12. Yes, they are -- slowly.
Yes

13. Yes

14. That's a hard one to answer. I would have to say that I'm undecided. My generation -- I'm a little older than some of the beginning teachers today for instance and I didn't always teach -- and it just seemed natural that the home should be my responsibility although my husband is very good about helping me ... But if I was starting out I don't know how militant I would be about it.

15. Why can't you have a fulfillment of both -- the best of two worlds in a way?
[And you think that's true for most women teachers?]
Yes
I suppose their job
I think both

16. Yes

17. Every bit as good ... better.

18. No
Ass't Principal (Elem.) -- Yes ... or even as the principal of some smaller elementary schools.
Junior High Principal -- Not too often. I don't know of any.

19. The administrators I know within the Edmonton system and the number of males as compared to the number of female administrators.

20. I'd check the address to make sure it's mine.

21. A man ... I guess a woman wouldn't put her foot down quite so much ... it's difficult to say.

22. It sounds like a woman ... stereotype ... they're softer than men.

23. One of the biggest ones is timetabling and building liaison with the staff and the public ... representing the school at various functions ... discipline ... administrating the school.

24. Let's put it this way -- part-time ... I like teaching, I like the actual classroom.

25. I have a C/A position. I was interested in the job and I thought I had the qualifications.

26. As above.

Code: T28

1. Yes

2. She taught.

3. To support my father's type of work ... more or less as a livelihood.

4. Well -- they did everything they could to help me further my education.
Both, I suppose.

5. At that time it took only six months to complete your first year. Because my parents were poor I decided that that would probably work out the best.

6. No

For one thing you remain young if you teach young children and it's rewarding because you see people learning.

7. Yes
If she wanted to...

8. Maybe there is more ... they are opening up new jobs again.

9. I don't think it is the way it used to be -- No.

10. Not really.

11. The young people are in the process of changing it all the time... the change takes place whether or not you think it should...
[Do you yourself think they should?]
I don't think it matters whether you think they should or not ... things never stay the same.
[You see no particular need for change?] ...

12. Yes

13. Yes

14. Yes

15. Both
Many are like women -- it's both. It depends on how ambitious they are.
Both

16. No

18. No
Ass't Principal (Elem.) -- Yes
Principal -- Not as much

19. Competence mostly ...
[Whose competence?]
Well, I think many women are fairly intelligent but I think that when it comes to being level-headed that men ... in a crisis come through better than women do ... at least in my opinion.

20. I'd probably just pass it up. For one reason ... I only have eight more years to teach before retirement.

21. Well -- in the case of our school it is a man. I think that's the only fair thing to do. I think every child should be treated the same.
    [And you think a man would do that?]
    I think so.

22. I can't tell.

23. The vice-principal is the librarian. They're responsible for drawing up the schedules for supervision, meeting the children who enter the school ... and the general management of the school.

24. I wouldn't mind doing it except that I don't have that many years left ...

25. I've only been in the city eight years and it takes a while to get on to the place ...

26. Before taking on something you should be aware of the problems.

Code: T37

1. No

4. To achieve more education than they had ... to have a better way of life so that I would not have to struggle like they did. Neither -- they let me make up my own mind. Marriage was discouraged at an early age.

5. Probably teachers to a great extent because my parents didn't give me much recognition of school since they didn't go to school themselves ... so I got all the recognition at school like getting honour pins and awards ... I was probably a better student so the teacher always made me help other students ... and I kind of liked it. When I was about grade two I thought I would be a teacher.

6. Perhaps
   Teaching -- I like it but it is too nerve racking. It takes too much of your health out of you and your social life suffers. I'm too tired.

7. I don't think I'd particularly encourage her, no. If she was insistent ...

Now that I'm in it, to get out of it is difficult because you have to start another job from the bottom and I myself, when I went into it, had the impression that the longer you taught the easier it would get and I find the longer I've taught the harder it gets ... the pressures are greater. I'd like to spare her of it. I think there are jobs where you can get just as much money, just as much satisfaction without all these extra pressures which I feel are very unnecessary.

8. I'd say about the same ... I don't see any difference.

9. I do

10. No, I don't... It's not an actual quality but they have been taught that way... Women in the staffroom talk very much the way society wants them to talk.
 [So there is some truth?]
 They will react the way they have been taught -- yes. There are rebels -- a few.

11. People instead of men and women...

12. I think they are -- slowly.

13. Yes

14. Most of them accept it -- yes.

15. Probably life outside school
 Life outside school
 Career

16. No

18. Absolutely not
 Ass't Principal -- I think they are given some but I wouldn't say it's equal.

19. Talking to a few women who are in and they said how many times they had to apply ... and the few women in who got in had Masters or equivalent or better while I know some men got in without a B.Ed. ... I feel that in order to get in there's a bit of discrimination...

20. I would do a lot of interviewing and a lot of asking before I would say "Yes". I would like to know exactly what I would be involved in because when a woman is chosen for an administrative

position the expectations are very high and I would like to know whether I could or would be willing to meet them.

21. Woman
Because all the men principals I've taught under would not stand that firm for the lunch but if I were a principal I would and a lot of women I've talked to would say the same. I feel it's fair.

22. I'd say a male and I'm basing it on past experience.

23. Mostly deal with kids' problems, irate parent ... and speak at social functions.

24. No

25. I feel there is no prestige in it ... I feel the money I'm going to get extra for it is going to go to Ottawa. There is too much pettiness in it and I would rather teach the kids.

26. Sitting at a desk making timetables, making charts ... that to me is office work and that's why I haven't wanted it.

Code: T42

1. No

4. They mainly thought I should get married and stay home.
Marriage

5. Don't recall ... I always seemed to be interested in school.

6. No, I don't think so.
Well, teaching is interesting ... children are always different ... sometimes it is very hectic but you see different things every year.

7. I don't see why not.
If they wanted to...

8. I think it must be about the same ... I guess it is harder to get hired but once they do I think the opportunities are the same...

9. Not generally speaking.

10. No

11. Not really

12. I think they must be ... from what you read in the paper ... from my own experiences they aren't...
Up to a point...

13. I don't really think so ... I think it is a generally haphazard thing.
[So you would say it is shared?]
I think so

14. I guess you would have to say they did...

15. I imagine it has to be a balance...
A balance...
A balance...

16. No

18. I think they are in Edmonton.
Ass't Principal -- I think so
Principal (Elem.) -- I think so
J.H. Principal -- Truthfully no, I don't think they are considered from what I've gathered...
S.H. Principal -- No
Supervisor/Director -- I think perhaps they do
Superintendent -- No

19. From the numbers actually in those positions.

20. I'd probably be flattered but I don't think I'd do anything about it ... I'd consider it seriously.

21. If I had to guess I would say a woman. From staff discussion they are the ones who are demanding that the rules be strictly adhered to ...

22. It could be either

23. Mainly P.R., office work ...

24. No

25. I think mainly because I'm too lazy.

26. I'm really quite conscientious in what I do and I think it is too demanding to do it right ...
[Administration is too demanding?]

If you are going to discipline the children ... and deal with parents and deal with teachers themselves ... it takes too much out of you especially in this day and age when children can be quite a problem.
[Do you think the problems are increasing?]
Not learning problems ... but there are more and more problems...

Code: T43

1. She was a widow for many years and we owned over a section of land and she managed that for a number of years which is certainly work. She raised two youngsters ... she was a widow from the time I was nine.
[Would you classify that as farming?]
Managing more ...

4. She wanted a university education ... I would say teaching. In a small community, at the time that I grew up, there were not as many opportunities as there are now -- so pharmacy or teaching or something like that. My brother is an engineer.
We were left free. She said that she wanted us trained so that we could take care of ourselves if we wished to. She worked on a Halifax-Nova Scotia newspaper and I would say that in this day she would be more career oriented than marriage...

5. Well I lacked Latin. In a little country town you are likely to have French but not Latin. I am ever so happy that it turned out that way because I wouldn't trade teaching for anything.

6. Never. Even with less salary I would still be in teaching. Because I love the kids. Nursing would be interesting but you are not with healthy people. These kids are healthy -- they are just wonderful.

7. As I do it you have to devote your whole life to it. It would depend on the person -- would they want to give that much? I'm perfectly happy but I wouldn't want to impose it on another person without their realizing ... because it is a very demanding profession. For a daughter? She would have to have the freedom I had ... she would have to think carefully before going into it.
[It wouldn't be a whole-hearted recommendation?]
No ... because they would have to know what is involved.

8. I don't think things have changed that much...
it depends on what you mean by 'career opportunities.' I see working with youngsters as the apex -- I don't want to be a principal...

9. I think so.

10. I think we create the stereotype and then we live up to it.
    [We are moulded by our thinking?]
    I think so.

11. You see many women actually managing the home and they always have. We have fronts that we put up ... I don't think that essentially anything is any different from what it ever was. There are strong women and smart women...
    [So there is no need for change?]
    I don't think so.

12. Yes ... Our kids say in class that there is more freedom now than there ever was. I don't know about that but I let them argue it. You are more free to choose a role that isn't ... the main pattern, if you want to. I don't know, when it comes down to it, how rough a time you would have if you wanted to be too different..

13. I think so.

14. Oh yes

15. I think the loyalties to the family would have to come first in a crisis but normally there is a balance.
    The career.
    The career.

16. No

18. Well, a friend of mine is now principal of a little elementary school south of us and she got it simply because the man died. She happened already to be in there and carried on for half a year. She got it but we were fearful she wouldn't get it. I think there is that much pressure that the men will get it.
    Ass't Principal (Elem.) -- Yes
    Principal (Elem.) -- I don't think they have the same opportunity.
    J.H. Principal/S.H. Principal -- No
    Supervisor -- Household Ec. and Girls' Phys. Ed. (No)
    Director/Superintendent -- No.

19. Look around you -- it's proved.

20. My main pleasure is in being with the kids in the classroom...
    I can't see it.

21. It's a man, it's a man -- no sympathy.
 [You mean just send them home?]
 Right -- a rule is a rule!

22. That could be a woman. There is more compassion there and appreciation of the situation. Men are taken care of by their wives... they don't realize a lot of things.

23. Innovation, inspection of things and disciplining.

24. No

25. I do a lot of committee work but I do it on top of the other...

26. The kids ... that would be it.

Code: T47

1. No
 I was the only child ... they figured that I should do quite well .. that I should marry well that I should have an education. Career.

5. If you want me to be very truthful about this ... I was at a small school in Westlock and the principal came to me and said that I had just enough credits to get into university in that particular program they had then if I wanted to take up teaching. I was a few credits short so I took typing in the middle of the year... That was the only reason I chose teaching.
 [Would you say it was the principal's direction?]
 Yes

6. Yes
 Perhaps I don't like children that well -- I don't know ... It's not creative enough for me.

7. I really wouldn't recommend it to anyone -- the pressures are too great.

8. Less. For one thing I'm wondering if we actually going anywhere in education. We get all kinds of directives to do this, that and the other thing but there doesn't seem to be any basic, concrete change.

9. Possibly

10. No

11. Possibly

12. Undecided

13. Yes

14. Not entirely -- no.

15. Life outside school
Life outside school
Life outside school

16. No

18. No.
Ass't Principal (Elem.) -- Yes
Principal -- Rarely
(The rest -- No)

19. Just what you see ...

20. Quite negatively.
[Would you be flattered?]
No ... I'd think, "What ulterior motive do you have?"

21. Could be either

22. Undecided

23. I sometimes wonder ... I'm sure they put in a great many hours .. Timetabling, many demands are made on them by Central Office.. requisitions ... keeping the whole plant going. There's a lot of work involved, I'm sure.

24. Not a bit

25. No interest

26. No interest

Code: T50

1. No

4. That I would receive an education.
Career.

5. My friends...

6. Yes. To try something different ... I've always been interested in science...

7. If I had one, no. When I started out I was more interested in Pharmacy than Education but the trend in those days was for girls to go into Education. There are other opportunities for girls now. At that time there were two -- nursing and teaching.

8. More ... for the ambitious ones. There are more opportunities ... early childhood.

9. I think so.

10. Yes

12. Yes ... and will continue to change.

13. Yes

14. Yes

15. Outside of school ... because they will be able to do a little more for their families because they hold down a job. It is not a clearcut thing ...
[Is it a balance?]
Yes, it is a balance.
It depends on the man. It is a balance for them too...
A balance too

16. No

18. Absolutely no
Ass't Principal (Elem.) -- Yes
All other levels -- No

19. It is just that somehow men are a little more broad in thinking and they have more consideration for those under them.

20. I'd be happy about it.
[Would you apply?]
I don't think so ... I'm quite happy where I am.

21. A woman, I think. Women tend to be a little more dictatorial when they get up ... That is not through my experience -- it is just what I've heard.

22. A man. I don't know ... they are sometimes more feeling ...

23. To see that everything is run in a happy medium ...

24. Yes

25. Mostly because I have a family ... I have after school things to do.

26. Maybe if I had no family, I would.

RESPONSES FROM THE RANDOM TEACHER SAMPLE

Code R2

1. Not for money. But there is a problem -- My mother was so involved in church work that she might as well have been working.

2. Volunteer work

3. She felt her time was too valuable to spend on housework.

4. My parents weren't very happy with each other and my brother and I were more of inconveniences than delights. I don't think that they had much in the way of expectations for me. I felt more that I was a nuisance.
Neither got much emphasis -- really. I did get a lot of negative ideas about marriage. My mother felt that her life had ended when she got married.
[But you are married?]
I didn't get married until I was twenty-seven and I was very hesitant about the whole thing. Were it possible I would have had a contract ... I wanted a lot of assurances. I wanted a definite commitment from my husband that I wouldn't be expected to work. I mean -- I want to work -- but I wouldn't be expected to go home and run the house and all -- you know, bake and this kind of thing...

5. When I was in high school I wanted to go to university. There was absolutely no guidance counsellor ... I didn't know what I was doing at all but I went to university and I majored in sociology which I enjoyed ... but when I was graduating I didn't know what to do. I had no one to ask and I looked around for work but I couldn't get a job so I thought I'd try teaching since I knew I could get a job there and if I didn't like it I could always leave it.

6. I rather think I would. If the experiences I've had in teaching are what teaching is then I would because I really don't care for the working conditions.

7. No, I think not.
I would like to see her do something better in the sense of status, working conditions and that type of thing.

8. It is on the decline -- advancement is on the decline because of the diminishing population... I can see competition getting rather keen for higher positions or better positions -- that type of thing.

9. To quite an extent -- yes.

10. It is difficult to give a 'Yes' or 'No' answer to that ... in some situations ... When I was teaching in a working class neighbourhood, I would say that it was very defined. Among my own friends it is not defined. We are in the middle of this change...

11. I think so -- yes

12. Yes
I think so

13. I think so

14. Of that I'm not sure

15. For some it is definitely their career... I don't have that many women teachers as friends --- I've been transferred around so much I've never been able to make any friends. That's very hard to answer.
Among my friends there's just one teacher which means I'm not that aware of their lives outside of school.
[What would you conclude from staffroom conversations?]
That only reaches a limited number ... I get the impression that a lot of them aren't getting much satisfaction out of life either way...
I haven't felt much job satisfaction in the three years I've been teaching ... I'm getting it outside of school.

16. No. I haven't. I've yet to meet one.

18. Not as readily as men.
Ass't Principal (Elem.) -- I don't think so...
Other positions -- No

19. On what I've observed ... conversations with people.

20. I think I'd be surprised. I think I'd apply ... I wouldn't expect to get it.

21. I can't tell.

22. I can't tell.

23. That's a good question ... Announcements .. phoning the community.. running meetings ... timetabling, a bit -- especially in the junior high. Those are the most obvious.

24. Yes

25. Well -- for one thing I haven't enjoyed the teaching. I also am too young -- I look too young.

Code: R6

1. She didn't

4. Well academically I was a good student and my parents were both older, working class people who had been through the depression and father said that the best jobs for women were teaching and nursing. And he got one of each -- my sister was a nurse. I would think a career. They were concerned that I could take care of myself.

5. My father, I think. I did it more to please him. I went into teaching more to please him than to please myself.

6. When I was younger I wanted to be a writer and I think I would like to try it but I'm very happy teaching.
[So perhaps you would if the opportunity was right? Journalism of something like that?]
I think I was actually more interested in journalism.

7. I wouldn't mind.
I tend to think careers are a bit of a trap. I'm not expecting to stay in teaching that long.
I would hope that she would sample other things as well.

8. I don't think there's as much. The competition has become very stiff particularly in my fiend -- drams -- which is just taking off. When I worked as a C/A I was one of the few people who could take the job at the time. Now there are many. And administrative positions there will be three hundred people applying for five vice-principal spots.

9. Yes, I think there is.

10. I think the truth comes not from the nature of the people but from the way they are dealt with and the way they are raised.
[But there is truth to it?]
Yes. It's not the nature of the person ..
[Their upbringing?]
Yes.

11. Yes, I think so ... I think both males and females are frustrated in the roles they have ... women are trapped but the men are just as trapped.

12. Yes, I think so. I don't know how widespread the change is or how large the change will be across society. I think it affects the middle class but again, how much? Women's Lib. really makes people conscious of it but in the people we know it hasn't changed their lives that much. They're conscious of it but nothing's happened because of it.

13. Yes

14. Yes -- I think in most cases it is.

15. Life outside school
I think for a good proportion of the men here that it balances very equally.
I would say it was a balance.

16. No

18. To a point -- in the lower forms of the hierarchy.
Ass't Principal (Elem.) -- Yes
Principal (Elem.) -- Yes -- if you're 63.
In special circumstances -- I think there is a supervisor in early childhood who is female.

19. Present contacts.

20. I'd be really surprised. (laughter)

21. I think that could be either. From the description of what you have said as to where the school is I would suspect it is probably a man... a male principal because of the system but not because of the way the school is run.

22. That's the same thing -- either.

23. They deal with the organization of the school first. They handle timetabling and things like that. Problems with the staff ... problems with students. For example, if I had a discipline problem with a student I'd send him to the principal.

24. I think ... yes.

25. I became a C/A and that's considered the first step.

26. At that time I was invited to apply by the supervisor. I thought the job would be interesting. Teaching kids varies -- each year is different but there's a sameness about it. And that's why I said I would probably change jobs just to add some sort of challenge... And that was a very varied job.
[Are you still holding it?]
I will be holding it next year. They cut it from the budget last year.

Code: R07

1. No

4. They expected me to be university educated.
That's a hard one to answer because though they and I assumed that I would some day marry they wanted to emphasize the importance of having a career so I could always look after myself -- say, if a husband died or deserted or something like that...

5. You want the honest truth? O.K. First of all I took a B.A. in Political Economy ... and I was having high falutin' ideas about becoming a professor at university and getting what I thought then was a fantastic salary of $10,000 a year ... but I realized in my third year of my B.A. that although I had worked very hard that year that my previous two years were insufficient and I obviously decided not to go on ... so I was wondering what the devil can I go into? And I had never wanted to go into teaching, never, never, never! But I chose that -- not because I liked kids, not in the least, as a matter of fact I detested them -- but because it gave equal pay to males and females. And later on, my first year, I really liked the kids and I liked the teaching.

6. I think there is a very good possibility of it now.
Well, the students seem to get more badly behaved as my years of teaching progress ... and I just find that it's far too wearing. There are other things I want to do and it takes far too much of my energy.

7. If that was what she wanted but I would definitely warn her about the negative aspects. Society may change by that time and kids may be better brought up again. I think we are going to see a swing of the pendulum... Right now, if the situation continues the way it is now, I would say that she was nuts... I would encourage her to be what she wanted to be but I'd let her know the flaws in teaching.
   No

8. I would say less simply because there have been clamps put down on the system in the number of teachers but I think this is going to ease up because they are going to find such a shortage of teachers again ... people are going to be very unwilling to teach in this kind of a situation. So there will be opportunities for those who want to stick it out... right now I think it is perhaps less than it was five years ago.

9. Because of my association with "Women's Lib." type groups I am beginning to think there is quite a bit of this stereotyping that people are trying to break down now... yes, I think there is... some people are going to have to change an awful lot.

10. No

11. Yes

12. Yes

13. Yes
    It depends on the age of the teacher...

14. The feelings of teachers I know ... the husbands are being put through school... and husbands realize that they have responsibilities too ... I am very fortunate that I have a husband like that who doesn't think it fair that I come home and do all the work in the house... No..

15. For others in general, particularly the younger ones, I say life outside school -- I just get that feeling. They are finding teaching a real drag and they can't wait to take a year off like hubby's had or something like that...
    Life outside of school.
    It used to be more or less my career but now it is definitely life outside of school.

16. No

18. I think there is pressure to consider them more seriously but whether it is having that much effect ... It is going to change and very soon but right now ... no.
Ass't Principal (Elem.) -- Yes
Principal (Elem.) -- Sometimes
Other positions -- No.

19. Just my own experience and keeping my ears open to the odd statement -- whether they are accurate or not.

20. Favourably ... I have a penchant for organizing and I really enjoy that.

21. I say a woman ... partly because I think women would really sympathize with the fact of having to do noon hour supervision and any woman who is a principal realizes that having the job both in the house and at school ... teachers need a break and would try to provide that whereas a man principal ... and basically they're older, they are not so clued in on this Women's Lib. type thing ... they really only feel the pinch on one job. It could be either but you would find it more often with a woman principal.

22. That sounds like a man ... sloppiness. I have found that women are more rigorous about discipline and supervision and men are happy-go-lucky.

23. The principal does an awful lot of pushing paper around ... making paper work for the secretaries but then the school board helps that ... he has done an awful lot of disciplining this year, a lot more than he has ever done before ... perhaps in his whole life. The assistant principal too does an awful lot of disciplining. Setting up programs ... that becomes a major concern in April, May and June.

24. Setting up programs and scheduling, yes. Disciplining ... I don't think I have really thought out how to discipline the kids yet. But I still dislike it ... I sort of like it being taken over by someone else. If I had to do it, I would have to do it ... and I tend to think that I would have a very hard hand. Some of the work that they do really appeals to me, other work just seems to be crap ... trying to ... certain parents whom I don't think deserve much in the way of responses -- trying to calm them down, cool them off and get them to see the light of day when they are amongst the most ignorant people.

25. I was only thinking about this administrative thing this year -- I never considered it before. I have only been married the last couple of years... my husband will be finishing university next year and I'll probably consider it. Well, I'll probably be quitting teaching in another few years. I would like to stay in ten years for the pension. When I quit and have children I want to stay in the home with them and I consider that a career and I think housewives should be paid ... That is another thing that I would like to work toward.

26. [Why would you apply?]
Fatigue with the classroom routine...

Code: R32

1. No

4. The big expectation was school...
Career

5. I would expect ... my family background.

6. No
I have never wanted to be anything or do anything than teach.

7. Yes
I would feel that that would be up to herself.

8. I think there might be less but there is still a lot. I think it is more difficult for the girls to get started.

9. Yes

10. No

11. Yes -- some.

12. Yes
Yes

13. Yes

14. Yes

15. I would suggest its the career from what I know of other people.
[For the men?]

I would say it was life outside school -- from the ones I'm personally involved with.
For myself I can't say that either one has more priority... I think my outside life has just as much as my career.

16. No

18. No -- I don't.
Ass't Principal (Elem.) -- Yes
Principal (Elem.) -- Yes
Principal (Junior High) -- I doubt it.

19. My experience -- that's all.

20. I would say 'No' ... I don't think I'm qualified.

21. A man. Women would relate more to the child in elementary school and what would be involved...

22. Either a male or a female would do that ...

23. Supervision of timetables, supervision of curriculum activities, personnel work ...

24. No

25. I'm only interested in children ...

26. As above

Code: R35

1. No

4. That I would complete University if I so chose ... I was not compelled to but I was encouraged to when it was clear that that was what I wanted to do ... that I would marry ... that I would work ... that I would do basically whatever I wanted to do and was able to do.
I was very much more interested in a career than in marriage when I was living at home and so that was the thing that was emphasized. It was clearly whatever I wanted to do. My mother quite often exasperated me because whenever I asked for advice it was always "Whatever you feel. If you want to do this, you may."

5. I think I discovered all of a sudden that I liked to read a lot and perhaps the one place where I would be able to continue that sort of thing easily was in education -- especially in the teaching of English Lit.

6. No. I like two months of vacation or three months of vacation as I was accustomed to having in the United States ... I enjoy being in the classroom situation.

7. Whatever she wanted to do. I would be happy to have her do this. Yes. If she finds as much satisfaction as I do.

8. I think there is a great deal of opportunity if you are willing to make applications ... to work on committees and actually get out and do the work there is a tremendous amount of opportunity.

9. Yes

10. Yes

11. Absolutely. This is the thing about men being able to show emotion, men being able to appreciate things that women appreciate and vice versa.

12. Definitely.
Yes

13. I think many of them do.

14. Probably not.

15. I think -- their careers.
Their careers.
I would like it to be my home ... I would like to be able to work the difficult situation of having a family into my teaching situation. [Then your greatest satisfaction would be life outside the school?]
Perhaps so -- whichever I was mostly deeply involved in.

16. No

18. I think if they are ambitious and have worked on committees and have done a great deal of outside work they certainly are.
Ass't Principal -- Yes
Elem. Principal -- Yes
J.H. Principal -- I would like to think that they are.
S.H. Principal -- Yes

Supervisor, Director -- Yes
Superintendent -- Perhaps not -- I think the general public's attitude is not so willing to accept a woman superintendent...

19. I just have to continue to believe that in each of these positions that if you have qualifications, work hard and have something definite to contribute ... that you have to be considered. I cannot allow myself to think otherwise.

20. If I felt that the work involved in that particular position would be interesting and challenging I would certainly apply.

21. It's obviously more likely to be a woman. It sounds like a very cushy situation... If there are prohibitions on women being administrators a reluctant supervisor might say, "Well, this sounds like an easy school! There is no supervision and this sort of thing ... what possible problems could there be? The parents are probably very supportive..." If there is reluctance on the part of a superintendent this might be the school to which a woman would be assigned, if she was a woman administrator.

2. It sounds like poor supervision whether it is a man or a woman... I would not care to say.

23. Representing us to the public...

24. If there ever came a time when I felt that my head was completely straight and I was completely clear on everything I believed in.. this would be something I would definitely be interested in.

25. Americans are not in very high demand at this particular time. I feel limited by that more than I feel limited by being a woman. I do intend to give up my citizenship.

Code: R37

1. Yes

2. Clerk typist

3. I don't think we questioned it.

4. University
Career

5. I don't know -- I enjoyed working with students ...

6. Yes
Just for variety

7. Yes -- for a while
No --
[Is it the lack of challenge?]
Exactly

8. I suppose there is more ... teachers are asked to join committees. You have the opportunity to become a vice-principal.

9. Yes

10. I think through continuing emphasis on it that it is becoming true.

11. No

12. I think they are

13. Yes

14. Yes

15. Life outside school
Life outside school
Life outside school

16. No

18. No
Ass't Principal (Elem.) -- Yes
All other positions -- No

19. Probably the number that are in it.

20. I'd go ahead with it. I'd be pleased.

21. I suspect ... a woman. My reasons for it are ... it is the women on staff who complain most about lunch supervision.

22. I'd still say that could be a woman. Women are a little bit more understanding of the fact that sometimes children have to come to school with their lunch.

23. Discipline, timetabling, ... more book work than anything else.

24. No

25. I like being in the classroom.

26. I like the classroom.

Code: R43

1. Yes

2. She was a primary teacher.

3. Dominantly money.

4. Academic education and the power to be financially independent. Career.

5. It was purely economic -- the one year teacher training was the greatest security at the least cost.

6. Yes. I always wanted to go into the management of industrial food -- organizing the catering of banquets, dining rooms ...

7. No
The working conditions are too unpredictable.

8. More

9. Yes

10 Some in that women are conditioned to accept the stereotype.

11. Oh yes

12. Yes
Yes

13. Yes

14. Yes

15. For women who have children it's the home ... for the others its their career.
Usually it's their career...
life outside school.

16. No

18. No
Ass't Principal (Elem.) -- Yes
Principal (Elem.) -- Yes
All the rest -- No.

19. Predominantly what I've heard about Alberta and B.C. ... meeting people and talking to them.

20. I'd be stunned.

21. I think it could be a toss-up.

22. That could be either too ... A woman who has raised a family will be just as firm as a man.

23. Insure the smooth running and organization so that we can do our work more effectively.

24. Yes

25. I still have an eleven year old and he comes first.
[Is this the factor which has influenced you most?]
Very definitely.
[Perhaps when he's older?]
I'm forty-six... My husband is eligible for a pension in twelve years... I would still take an administrative position but the odds of getting one when I'm a B.Ed, with a Home Ec. major are not very good.
[And this influences you not to apply?]
And not to participate in the committee work and the enrichment activity which is preliminary to these positions.
I gave it very serious consideration. I completed my B.Ed. in '67 and I thought it over ... and definitely put the family first. I think I could do it but there's no doubt as far as I'm concerned that when the choice comes -- it's the family first.

Code: R45

1. Yes

2. Secretarial...

3. Because she was a widow.
Because she was a widow without a pension.

4. None beyond I could do whatever I wished to do -- careerwise. Career, I think -- which was unusual in those days.

5. Nothing because I didn't have a career. Well -- I joined the army but I had no option.
 [But your mother would have liked you to have had a career?]
Yes except that she couldn't afford it.

6. No
I enjoy teaching

7. Only if she wanted to
Only if she wanted to

8. In the City of Edmonton now I should think its 'dead men's shoes' If you are willing to travel anywhere it may be more in other areas.
 [What do you mean by 'dead men's shoes' -- about the same?]
No. I should think less because there's more people chasing fewer jobs... and that's putting a stop on the top jobs, therefore it goes all the way down. ... I would say if you had the whole of Canada open to you or the United States and the world then most probably an ambitious teacher could get ahead ... depending what they call 'get ahead', I think that's important.
 [What do you call 'getting ahead?]
To me 'getting ahead' is only doing something that I would find useful... useful to other people and fulfilling to myself and I'm afraid damn the salary ... and being an assistant principal. I don't think it's going to be that.

9. Still -- in spite of the uproar -- I think there are.

10. Yes in that when a person has been trained to believe they fall into a stereotype they are going to fall into the pattern. It's give a dog a name and they live up to it.

11. Oh my God, yes.

12. Oh, I think so, but compared to how long ago? .. Ten years definitely, five years, I think it's too short a time because it's like the spelling of our language -- it takes much longer... I think they are changing very slowly.

13. Yes

14. Yes, I think it is but ... grudgingly. Can you say that? I think the younger generation are getting more help and it is becoming much more of a dual thing but people of my age group, I think some of them are beginning to kick a little bit but they are so trained like Pavlow's dogs that it isn't in them to kick far.

15. The teachers I have known in the City of Edmonton .. I would say for the majority it's their career because this gives them the kudos that I feel they wouldn't get outside the school.
In Edmonton I feel it is their career -- again they are getting a kudos perhaps they wouldn't get ...
I would say fifty-fifty ... I am biased this year because this year I am having a ball. If you had asked me last year or the year before I might have swung it outside the school and it would have been a variety of things not necessarily to do with the family... .It might have been some political thing I was getting tied up in.

16. No

18. For positions up to a certain level -- Yes. For minor positions -- yes.
Ass't Principal (Elem.) Yes
Principal (Elem.) Yes ... if there weren't too many men competing.

19. I still think that society looks to the man as the major supporter of a family ... if there was a family man in competition with a woman I think they would be biased by the fact that the man would need the extra salary more than the woman.

20. I would think that they are at last becoming a little bit efficient and using the computers the way they should do instead of waiting for any Joe Soap without the qualifications to apply. It would cut down the idiot letters.

21. Well as that is what I would do I presume it's a woman... A woman would know when the parents were pulling a fast one.

22. I would consider that a man on two points: (1) as the mothers are usually the ones who blow into the school and create the uproar, male principals are much more wary of their image in the community and would not like to fight with the mothers who complained to them, (2) leaving them in an empty classroom -- men are not so used to looking after their own young children and haven't enough imagination to realize what young children left -- even two or three of them -- in an empty classroom could possibly get up to. ... That's bias, isn't it?

23. In my present school? Well, take school No.1... Trying to find out why kids are not in school and if at all possible getting them to school before noon because at least by phoning up the parents they can get them up and get them a glass of milk and get them to school... I would say social welfare is one of his biggest problems... Also trying to communicate with the staff without an intercom and making sure the staff read the memos without having too many staff meetings to bug them.

24. The social welfare aspect of it -- yes... But the administrative, form-filling in triplicate and sending in standardized test results is, as far as I am concerned, for the birds. Any clerk can do that. I don't see why I should be bothered with it.

25. The last one I was told I couldn't have it because I had not done any team work -- they put it as team teaching -- and I was too slow on the mark to tell them that I had done team work in a previous career that would make some of their team work look like nonsense. To my utter amusement the project that I applied for has fallen through and they have stated that they picked the wrong personalities for it.

26. It was a curriculum development position in which I was interested. ... I'm not interested in straight administration.

...

Code: R49

1. No

4. They hoped that I would possibly have a better life than what they did... they worked very hard on the farm. They hoped that I would perhaps have a better future than what they had.
Both

5. I really don't know ... Possibly I admired and respected many of the high school teachers that I had and the fact that I liked working with people.

6. I possibly would.
I would possibly ... go into something like nursing where I would still be working with people.

7. If I had one I would like her to be free to choose the type of career she wanted.
That I would let her decide.

8. From the experience that people have been having I'd say "Less." There just don't seem to be the number of jobs available for the people who are going to university.

9. I don't know... I can't answer that.

10. [So you couldn't really say whether there was much truth to the stereotyping or not?]
No ... I'm undecided.

11. I don't think so ... because I think basically people know what feminine behaviour is like and what it means to be masculine.
[So there is no need for change?]
No

12. I don't know
I don't know

13. Yes

14. I think so

15. I don't know ... I think it is a personal thing. (Men)
I don't know I think it is a double satisfaction.

16. No

18. No I don't.
Ass't. Principal (Elem.) -- I think if their qualifications are as good they would.
Principal (Elem.) -- Yes
J.H. Principal -- Possibly ... I really don't know. I would think they probably would.
S.H. Principal - Possibly ... I don't know.
Supervisor -- Yes
Director -- I don't know
Superintendent -- I don't know...
I think as it goes up higher that they wouldn't have the same ...

19. Basically the fact that people seem to -- whether they are men or women -- seem to be getting positions as long as they have the qualifications. There doesn't seem to be this bias.

20. I would definitely turn it down because I'm happy in the position that I'm in right now.

21. I don't know.

22. I don't know.

23. See that the place runs smoothly ...

24. No

25. Like being in a classroom...

26. As above.

Code: R50

1. No

4. They assumed that there would be university education...
I can honestly say that it was at the time when only boys were to be educated but my father felt that girls should have the same amount of education.
[Marriage?]
That never really came into the picture.

5. A practical thing -- to go to university and come out with a job.

6. Yes
I really do like teaching but it really was my second choice and I suppose that would be why I would say "Yes". My first choice would have been in the field of languages or interpreting or something like that.

7. Yes -- if it was her choice.
Again -- if it was her choice.

8. I think there is more -- a little more.
[Why?]
I suppose because the focus is on women at this time.

9. Yes

10. No

11. I don't really know.

12. Yes
Yes

13. Yes

14. I really don't know.

15. Life outside school.
Career
Both

16. No

18. No
Ass't. Principal (Elem) -- It all seems like a token thing to me.

19. I suppose partly on statistics of what you see and partly from hearsay ... particularly this spring when there was interviewing for appointments...
[What did they say?]
For example ... on some of the C/A jobs that were coming up they said that a woman would stand a better chance this year. I also know in the interviews for assistantships one of the women teachers on our staff was invited back for the second round and some of the men were ignored out of -- I don't know -- hundreds of applications.
[But you would still say this was token?]
Yes -- I still think it is token.

20. The first reaction would be "How come?"
[Would you apply?]
I think so.

21. It sounds like the note that went home from our principal.
[Would you say a man?]
I guess so.

22. I don't know why it should be a man or a woman.

23. Paperwork, disciplining, timetabling and things like that.

24. No

25. Well -- I really haven't been in the classroom that long.

26. Well -- I really look at them and think I wouldn't like it. But if I was offered the job I would probably say that I would try it.

APPENDIX D

SUPPLEMENTARY TABLES

TABLE XXXVI

NUMBER AND PERCENTAGE WITH DEPENDENTS IN ADMINISTRATIVE, MATCHED AND RANDOM GROUPS

Dependents	Administrators (N = 47)		Matched (N = 44)		Random (N = 42)	
	[illegible]	%	N	%	N	%
Under 10 years of age	4	8.5	0	0.0	8	19.0
Under 18 years of age	11	23.4	11	25.0	15	35.7
Other dependents	2	4.2	5	11.4	1	2.3
Total with dependents	13	27.6	16	36.4	16	38.0

TABLE XXXVII

ONE-WAY ANALYSIS OF VARIANCE OF PROFESSIONAL ROLE ORIENTATION WITHIN THE ADMINISTRATIVE GROUP CLASSIFIED ON THE BASIS OF MARITAL STATUS

Scale	Married (N = 23) x	Not Married (N = 24) x	Married S.D.	Not Married S.D.	D.F.	T[1]
PRO Total Scores	103.70	100.37	8.93	9.99	45	1.20
Know	18.74	17.75	2.85	2.33	45	1.30
Service	21.22	20.63	4.26	4.52	45	0.46
Core-Org.	19.39	17.92	4.40	3.05	45	1.34
Col-Prof.	21.09	20.87	2.19	3.10	45	0.27
Stud.-Aut.	23.26	23.21	2.86	3.19	45	0.59

[1] None of the above were significant at the .05 level or beyond

TABLE XXXVIII

ONE-WAY ANALYSIS OF VARIANCE OF PROFESSIONAL ROLE ORIENTATION WITHIN THE MATCHED GROUP CLASSIFIED ON THE BASIS OF MARITAL STATUS

Scale	Married N = 26) x	Not Married (N = 18) x	Married S.D.	Not Married S.D.	S.D.	T[1]
PRO Total Scores	99.88	100.39	10.07	8.51	42	-0.17
Know	17.50	16.89	2.70	2.61	42	0.74
Service	19.69	19.72	4.32	3.27	42	-0.02
Core-Org.	17.88	17.94	3.06	2.69	42	-0.06
Col.-Prof.	20.65	20.33	2.92	2.68	42	0.37
Stud.-Aut.	24.15	25.50	2.26	3.40	42	-1.58

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[1] None of the above were significant at the .05 level or beyond

TABLE XXXIX

ONE-WAY ANALYSIS OF PROFESSIONAL ROLE ORIENTATION SCORES WITHIN THE RANDOM GROUP CLASSIFIED ON THE BASIS OF HUSBANDS' HIGH S.E.S. AND HUSBANDS' MEDIUM-LOW S.E.S.

Scale	High S.E.S. (N = 16) x	Medium-Low (N = 9) x	High S.E.S. S.D.	Medium-Low S.E.S. D.F.	D.F.	T[1]
PRO Total Scores	97.44	90.44	11.14	7.25	23	1.686
Know	17.56	15.89	3.48	2.37	23	1.279
Service	17.87	18.11	4.67	3.69	23	-0.130
Core.-Org.	16.81	15.67	3.29	2.24	23	0.927
Col.-Prof.	20.31	19.11	2.06	2.57	23	1.282
Stud.-Aut.	24.87	21.67	3.32	3.46	23	0.032

[1] None of the above were significant at the .05 level or beyond

TABLE XL

ONE-WAY ANALYSIS OF VARIANCE OF PROFESSIONAL ROLE ORIENTATION SCORES WITHIN THE MATCHED GROUP[1] CLASSIFIED ON THE BASIS OF "APPLY" AND "NOT APPLY" FOR ADMINISTRATIVE POSITIONS

Scale	Apply (N = 14) x	Not Apply (N = 30) x	Apply S.D.	Not Apply S.D.	D.F.	T^1	T^{12}
PRO Total Scores	101.50	99.43	7.35	10.22	42	0.677	-
Know	18.00	16.90	2.66	2.62	42	1.292	-
Service	20.21	19.47	1.81	4.55	42	-	0.779
Core.-Org.	17.79	17.97	2.39	3.12	42	-0.192	-
Coll.-Prof.	21.29	20.17	1.49	3.20	42	-	1.584
Stud.-Aut.	24.21	24.93	3.38	2.56	42	-0.783	-

[1] None of the above were significant at the .05 level or beyond

[2] Where the F test differences between variances proved to be significant (beyond the .05 level) the Welch T^1 has been reported.

TABLE XLI

ONE-WAY ANALYSIS OF VARIANCE OF PROFESSIONAL ROLE ORIENTATION SCORES WITHIN THE RANDOM GROUP CLASSIFIED ON THE BASIS OF "APPLY"AND "NOT APPLY" FOR ADMINISTRATIVE POSITIONS

Scale	Apply (N = 10) x	Not Apply (N = 32) x	Apply S.D.	Not Apply S.D.	D.F.	T[1]
PRO Total Scores	97.90	95.19	10.45	9.97	40	0.743
Know	17.10	17.03	2.77	3.04	40	0.064
Service	17.40	18.31	5.13	3.25	40	-0.674
Core.-Org.	17.90	16.37	4.01	3.71	40	1.113
Col.-Prof.	20.70	20.00	2.45	2.54	40	0.767
Stud.-Aut.	24.80	23.47	2.90	3.48	40	1.094

[1] None of the above were significant at the .05 level or beyond

TABLE XLII

ONE-WAY ANALYSIS OF VARIANCE OF SEX ROLE ORIENTATION SCORES AMONG ADMINISTRATORS, MATCHED AND RANDOM TEACHER GROUPS

Source	S.S.	M.S.	D.F.	F	P
Between Groups	0.115	579.50	2	2.17	0.117
Within Groups	0.346	266.61	130		

Groups	Administrators	Matched	Random
Means[1]	145.7	146.9	140.04

[1] No significant differences at the .05 level or beyond

TABLE XLIII

INTER GROUP COMPARISON OF BELIEFS RESPECTING SCHOOL BOARDS' PREFERENCES FOR MALE ADMINISTRATORS

Item 14. Do you think that school boards have any preference for male administrators?	Administrators		Matched		Random	
	N	%	N	%	N	%
Yes	33	80.5	35	87.5	33	89.2
No	8	19.5	5	12.5	4	10.8
Total	41	100.0	40	100.0	37	100.0

Chi-Square = 0.321 D.F. = 2 P = .851

TABLE XLIV

INTER GROUP COMPARISON OF PREFERENCES FOR MALE ADMINISTRATORS

Item 13. Do you yourself have a preference for men in positions of authority (assume equal competence)?	Administrators N	Administrators %	Matched N	Matched %	Random N	Random %
Yes	7	17.9	8	20.0	9	23.1
No	32	82.1	32	80.0	30	76.9
Total	39	100.0	40	100.0	39	100.0

Chi-Square = .321 D.F. = 2 P = .851